



# Oakswood College

Empowering Through Education



## ATHE Level 5

***Diploma in Health and  
Social Care***

PROMOTING EXCELLENCE • ENSURING COMPLIANCE  
SUPPORTING OUR COMMUNITY



GOVERNANCE



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COMPLIANCE



EXCELLENCE

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**ATHE qualification specification for:**

**ATHE Level 5 Diploma in Health and Social Care**

610/3579/8

**ATHE Level 5 Extended Diploma in Health and Social  
Care**

610/3580/4

Pathway:

ATHE Level 5 Extended Diploma in Health and Social Care (Adult Care  
Leadership)

Specification Version 1.0 Valid from January 2024

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## 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 5 in this Specification

This document provides key information on the following ATHE Level 5 Health and Social Care qualifications:

- ATHE Level 5 Diploma in Health and Social Care
- ATHE Level 5 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 5 Diploma in Health and Social Care	610/3579/8
ATHE Level 5 Extended Diploma in Health and Social Care	610/3580/4

## Regulation Dates

These qualifications are regulated from January 2024 and their operational start dates in centres are 22<sup>nd</sup> January 2024.

## 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 5 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 5 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 Lead Practitioner learning developed at Level 4, the Diploma qualification provides learners with a core, practical foundation of units suitable for learners looking to develop their understanding of team leadership and management within a health and social care setting. For learners seeking to further develop their occupational knowledge and skills in this area, there is a specific Extended Diploma pathway to grow these; 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 5 IfATE standard for Leader in Adult Care ([Home / Institute for Apprenticeships and Technical Education](#)) and the Extended Diploma Adult Care Leadership pathway is mapped to the knowledge and skill requirements for Skills for Care's Level 5 Diploma in Leading and Managing an Adult Care Service 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 lead and manage a team in a health and social care setting, 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 recognises only competence-based qualifications.

## **Introduction to the ATHE Level 5 Diploma in Health and Social Care**

### **Aims of the Qualification**

The Level 5 Diploma in Health and Social Care (60 credits) provides learners with the opportunity to develop their understanding of the key areas that underpin the requirements for leading and managing teams in health and social care. As an outcome, the Diploma is mapped to the IfATE Level 5 Leader 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 5 Diploma is a foundation to learners moving forward with either their specialist pathway or their own combination of unit learning.

## **Introduction to the ATHE Level 5 Extended Diploma in Health and Social Care**

### **Aims of the Qualification**

The Level 5 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 Level 5 Leading and Managing an Adult Care Service 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 5. 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:

- prior study in health and social care or related subjects at level 4 or above
- a Level 4 qualification, for example, an ATHE Level 4 Extended Diploma in Health and Social Care, Pearson HNC
- an apprenticeship achievement at Level 4 in a Health and Social Care or related technical area
- 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 5. 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 the 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 6 ATHE qualification such as the ATHE Level 6 Diploma in Healthcare Management or ATHE Level 6 Extended Diploma in Management
- the final year of degree programmes at universities supporting the ATHE progression route (see HE Progression Routes on the ATHE website)

## **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 learner 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 learner 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 learner 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 5 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 5 are:

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

- Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.
- Can analyse, interpret and evaluate relevant information, concepts and ideas.
- Is aware of the nature and scope of the area of study or work.
- Understands different perspectives, approaches or schools of thought and the reasoning behind them

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

- Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.
- Use relevant research or development to inform actions.
- Evaluate actions, methods 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 5 Diploma in Health and Social Care**

ATHE Level 5 Diploma in Health and Social Care 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>				
Y/650/9476	Unit 1 Leading and managing health and social care	5	15	60
A/650/9477	Unit 2 Responsibilities, values and behaviours in health and social care	5	15	60
D/650/9478	Unit 3 Improvement and innovation in health and social care	5	15	60
F/650/9479	Unit 4 Professional development and performance management in health and social care	5	15	60

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

ATHE Level 5 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 code	Unit Title	Level	Credit	GLH
<b>Mandatory units</b>				
Y/650/9476	Unit 1 Leading and managing health and social care	5	15	60
A/650/9477	Unit 2 Responsibilities, values and behaviours in health and social care	5	15	60
D/650/9478	Unit 3 Improvement and innovation in health and social care	5	15	60
F/650/9479	Unit 4 Professional development and performance management in health and social care	5	15	60
<b>Optional Units</b>				
K/650/9480	Unit 5 Digital skills for leaders in health and social care	5	15	60
L/650/9481	Unit 6 Leading and managing different adult social care service models	5	15	60
M/650/9482	Unit 7 Care planning and assessment in social care settings	5	15	60
R/650/9483	Unit 8 Management of clinical skills in adult social care	5	15	60
T/650/9484	Unit 9 Managing transitions relating to care settings and significant life events	5	15	60
Y/650/9485	Unit 10 Leading financial management in health and social care	5	15	60
A/650/9486	Unit 11 Operational planning in health and social care	5	15	60
D/650/9487	Unit 12 Recruitment and retention of staff in health and social care	5	15	60
F/650/9488	Unit 13 Risk management in health and social care	5	15	60
H/650/9489	Unit 14 Project management in health and social care	5	15	60
L/650/9490	Unit 15 Policy, ethics and legislation in health and social care	5	15	60
M/650/9491	Unit 16 The organisation of health and social care	5	15	60
R/650/9492	Unit 17 Global health issues	5	15	60

## Adult Care Leadership Pathway: ATHE Level 5 Extended Diploma in Health and Social Care (Adult Care Leadership)

ATHE Level 5 Extended Diploma in Health and Social Care (Adult Care Leadership) is a 120-credit qualification.

## Rules of Combination

Learners must achieve the six mandatory units PLUS two optional units. One option must be chosen from the Aspects of Support optional unit category and one option chosen from the Aspects of Leadership and Management optional unit category.

**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>				
Y/650/9476	Unit 1 Leading and managing health and social care	5	15	60
A/650/9477	Unit 2 Responsibilities, values and behaviours in health and social care	5	15	60
D/650/9478	Unit 3 Improvement and innovation in health and social care	5	15	60
F/650/9479	Unit 4 Professional development and performance management in health and social care	5	15	60
K/650/9480	Unit 5 Digital skills for leaders in health and social care	5	15	60
L/650/9481	Unit 6 Leading and managing different adult social care service models	5	15	60
<b>Optional units - Aspects of support</b>				
M/650/9482	Unit 7 Care planning and assessment in social care settings	5	15	60
R/650/9483	Unit 8 Management of clinical skills in adult social care	5	15	60
T/650/9484	Unit 9 Managing transitions relating to care settings and significant life events	5	15	60
<b>Optional units - Aspects of leadership and management</b>				
Y/650/9485	Unit 10 Leading financial management in health and social care	5	15	60
A/650/9486	Unit 11 Operational planning in health and social care	5	15	60
D/650/9487	Unit 12 Recruitment and retention of staff in health and social care	5	15	60
F/650/9488	Unit 13 Risk management in health and social care	5	15	60
H/650/9489	Unit 14 Project management in health and social care	5	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 5 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 would encourage our centres to develop 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 learner 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 centre's 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 learner’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 5 Diploma in Health and Social Care (60 credits)

Pass 180 - 215

Merit 216 - 269

Distinction 270

#### ATHE Level 5 Extended Diploma Health and Social Care (120 credits)

Pass 360 - 431

Merit 432 - 539

Distinction 540

### Example grading for Level 5 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 learners. 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

This section summarises the content of the unit and its aims.

### Unit Code

Each unit is assigned an RQF unit code by the regulator 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 provides learners and tutors with 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 some units, 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:

E.g., Unit 5

#### **LO1, LO4**

1D1 Evaluate the contribution of technology in supporting person-centred care

For certain units, eg unit 14, Project management in health and social care, there are 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 provide learners and tutors with 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

Unit 1 Leading and managing health and social care			
<b>Unit aims</b>	This unit will develop knowledge of key concepts, theories and models of leadership and management and how they are applied in health and social care. It will look at how leaders in care can create a positive organisational culture. Learners will explore the regulatory and legislative requirements in health and social care relevant to a specific area of care and national context.		
<b>Unit level</b>	5		
<b>Unit code</b>	Y/650/9476		
<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 and area of health and social care (for example adult care) as a context for their studies.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand the regulatory environment for health and social care	1.1 Explain the legislation and statutory requirements underpinning a chosen area of care in a specific national context 1.2 Analyse the organisational systems and processes to ensure compliance with regulatory requirements	1M1 Analyse examples of the response of organisations to inspection requirements	
2. Understand management and leadership theories, models and concepts and their application in health and social care	2.1 Analyse theories, and models of leadership and management 2.2 Assess the application of theories and		2D1 Evaluate theories and models of leadership and management

	models in chosen area of health and social care		
3. Understand effective team leadership in health and social care	3.1 Evaluate theories of team development and working and their application in chosen context 3.2 Assess potential barriers to teamwork in health and social care context and how they can be addressed	3M1 Review the different types of teams within chosen context and their purposes	
4. Understand how to lead and manage a health and social care service	4.1 Explain features of effective business and resource management 4.2 Explain the process and considerations in making effective decisions 4.3 Analyse the features of a positive, values-based culture and how this impacts the management of a health and social care service		4D1 Assess strategies to balance profit-based approaches with a positive values-based culture in chosen context

## Indicative Content

### 1. Understand the regulatory environment for health and social care

- Current legislation in chosen area of care and national context. For UK adult care, this will include: Health and Social Care Act 2008 (Regulated Activities) Regulations 2014; Equality Act 2010; Care Act 2014; Care Quality Commission regulations, Fundamental Standards and Key Lines of Enquiry (KLOEs); current safeguarding legislation; legislation and regulations relating to health and safety at work; fit and proper person requirements; current legislation and regulations relating to mental health, mental capacity and liberty protection safeguards; codes of practice.
- How legislation impacts practice in chosen sector.
- Systems, policies, and procedures required in organisations to ensure compliance e.g. quality measures, feedback systems, policy reviews, audit, action research.
- Roles, responsibilities and accountability for ensuring compliance e.g. registered manager, nominated individual.
- Governance processes within organisations and legal responsibilities e.g. risk management, complaints policies and systems, clinical audit, user involvement.
- Regulatory registration requirements for services.

- Inspection processes and requirements: types of inspection; report outcomes and implications for organisations; potential enforcement action.
- Regulatory and legal requirements for information about service, for example, in UK local authorities and CQC.
- Organisational responses demonstrating compliance to inspection outcomes.

## **2. Understand management and leadership theories, models and concepts and their application in health and social care**

- Comparison of leadership and management and understanding of the relationship between them.
- Leadership theories and models, for example: trait theory, leadership/management styles (e.g. authoritative, democratic, laissez-faire), multiple intelligences, transactional leadership, transformational leadership, action-centred leadership, situational leadership, Maslow, Adair Action Centred Leadership, McGregor Theory X and Theory Y.
- Management theories and models e.g. contingency theory, behavioural theory, management by objectives.
- Application of models and theories in organisations; adaptation of models.
- Evaluation of theory contribution to effectiveness, impact, relevance to health and social care; potential conflicts between theories and models e.g. values-based v systems-based perspective/process v person-centred.

## **3. Understand effective team leadership in health and social care**

- Features of effective team performance e.g. effective membership, clear processes, agreed objectives, appropriateness of team members, creativity, problem-solving, decision-making, and efficiency.
- Theories of team working e.g. Tuckman team formation, Belbin team role theory, Myers-Briggs Type indicator theory, GRIP model.
- Managing teams: setting team and individuals objectives, monitoring and performance management.
- Types of teams – eg operational teams, multidisciplinary, interdisciplinary, working parties, development groups and the type of team most appropriate for the task
- Benefits of team working – sharing knowledge and expertise, co-ordination/collaboration, integration of care, continuity of care.
- Team relationships and their importance.
- Barriers to teamworking: personal e.g. value, attitude or behavioural differences; organisational e.g. unclear goals, lack of time or resources, shift working and solutions to overcome these such as conflict resolution strategies, goal setting, better planning etc.

## **4. Understand how to lead and manage a health and social care service**

- Internal and external influences on leadership, management and use of resources in health and social care context (e.g. changes in policy, strategy, position of service in market, funding, organisational culture, funding, staffing, demand).
- Overview of management functions: human resource management (planning, recruitment, induction, job descriptions, performance, reviews, staff development, equality and diversity); financial management (income, expenditure, financial planning, accounting, purchasing); data management (security, record-keeping); physical resource management (equipment, premises,

environment, maintenance functions); Organisational performance management (setting key indicators/targets, benchmarking, auditing and monitoring, review and evaluation).

- Resource use: accurate forecasting, use of technological tools in planning, sustainability, business continuity.
- Management of operations: staffing, administration, housekeeping, communications, contingency planning.
- Decision-making: types of decisions, use of data and information, evidence-based decisions, influence of ethics, values and attitudes.
- Process of decision-making: identifying decisions, use of research, identifying solutions and options, evaluating solutions, involving the right people, evaluating decision and process.
- Features of values-based culture – person-centred, mutual respect, dignity, trust, confidentiality, privacy, empowerment, safeguarding, inclusion.
- Strategies: establishing shared vision and objectives, setting priorities, monitoring, continuous improvement, modelling and sharing best practice, identifying personal skills, values and attitudes, establishing trust and accountability.
- Implementing strategies: identifying behaviour and organisational process changes required, setting aims and objectives, communicating vision and mission, adapting in response to evaluation and feedback, adapting leadership styles.

<b>Unit 1 Leading and managing 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 environment for health and social care	Unit 15 Policy, ethics and legislation in health and social care, LO1 Understand the development of policy, ethics and legislation in health and social care in a chosen context, LO2 Understand factors affecting health and social care policy, ethics and legislation in a chosen context, LO3 Understand the statutory and ethical frameworks relating to health and social care in a chosen context.
LO4 Understand how to lead and manage a health and social care service	Unit 6 Leading and managing different adult social care service models, LO2 Understand operational management requirements of the chosen adult care service
<b>Opportunities for Synoptic Assessment</b>	
There may be some opportunity to assess the understanding of LO1 in Unit 15 (LO1, LO2, LO3).	

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; planning and implementing solutions; developing contingency plans; assessing effectiveness. (LO1, LO2, LO3) . (LO1, LO2, LO3, LO4)</p> <p><b>Digital skills:</b> 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> Identifying available sources of information; accessing information (LO1, LO2, LO3, LO4)</p> <p><b>Reading skills:</b> Identifying different reading materials; reading with a purpose. (LO1, LO2, LO3, LO4)</p> <p><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 (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3, LO4)</p>

Suggested Resources
<p><b>UK Context</b></p> <p><u>Web resources</u>            Care Quality Commission (CQC) <a href="http://www.cqc.org.uk">www.cqc.org.uk</a>            National Institute for Health and Care Excellence (NICE)            Social Care Institute for Excellence (SCIE) <a href="http://www.scie.org.uk">www.scie.org.uk</a>            Social Care Institute for Excellence – leadership and management  <a href="https://www.scie.org.uk/workforce/peoplemanagement/leadership/leadmanage/">https://www.scie.org.uk/workforce/peoplemanagement/leadership/leadmanage/</a>            Skills for Care <a href="http://www.skillsforcare.org.uk">www.skillsforcare.org.uk</a>            Skills for Care – developing leadership skills <a href="https://www.skillsforcare.org.uk/Support-for-leaders-and-managers/Developing-leaders-and-managers/Manager-induction-standards/1-Leading-and-managing-in-adult-social-care.aspx">https://www.skillsforcare.org.uk/Support-for-leaders-and-managers/Developing-leaders-and-managers/Manager-induction-standards/1-Leading-and-managing-in-adult-social-care.aspx</a>            Department of Health and Social Care <a href="http://www.gov.uk/government/organisations/department-of-health-and-social-care">www.gov.uk/government/organisations/department-of-health-and-social-care</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.</p>
<p><b>Global Context</b></p>

Web resources

World Health Organization [www.who.int](http://www.who.int)

**General**

Web Resources

Chartered Management Institute (CMI) [https://www.managers.org.uk/wp-content/uploads/2020/03/CHK-256-Understanding\\_Management\\_and\\_Leadership\\_Styles.pdf](https://www.managers.org.uk/wp-content/uploads/2020/03/CHK-256-Understanding_Management_and_Leadership_Styles.pdf)

In Professional Development <https://www.inpd.co.uk/blog/key-leadership-theories>

Texts

Barr, J. and Dowding, L. (2022) *Leadership in health care*. Los Angeles ; London: SAGE.

<b>Unit 2 Responsibilities, values and behaviours in health and social care</b>			
<b>Unit aims</b>	This unit will develop the knowledge of responsibilities in health and social care and the values and behaviours that underpin practice. Learners will consider the manager's viewpoint of communication, safeguarding, health and safety, partnership working and person-centred practice from the viewpoint of leading and managing these within organisations in health and social care. Learners will need to choose a national context in which to explore relevant legislation and may wish to consider a specific care context such as adult care.		
<b>Unit level</b>	5		
<b>Unit code</b>	A/650/9477		
<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 base their work around a specific national context in terms of legislation and policy and may wish to consider a specific care context such as adult care.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand how to manage communication and information sharing in health and social care	1.1 Compare theoretical models of communication 1.2 Assess legal and ethical frameworks relating to confidentiality and sharing information 1.3 Explore a range of communication tools and techniques and how they may overcome barriers to effective communication	1M1 Assess the impact of effective communication on a range of stakeholders in care settings	
2. Understand the effectiveness of safeguarding and protection in	2.1 Assess legislation and national and local strategies for		2D1 Evaluate legal and ethical frameworks relating to restrictive practices in health and social care

health and social care	safeguarding adults and children 2.2 Assess legislation, policies and procedures which promote health and safety and support wellbeing		
3. Understand how to manage partnership working in health and social care	3.1 Analyse skills, attributes and environments required to support partnership working 3.2 Analyse barriers to partnership working and ways to overcome them	3M1 Assess conflicts that may arise in partnership working and assess how they can be resolved	
4. Understand how to lead person-centred practice in health and social care	4.1 Explain legislation, policy and procedures that promote dignity and human rights 4.2 Assess the importance of risk management, strength-based approaches, active participation and outcome-based practice for person-centred care 4.3 Analyse personal attributes and behaviours that support the delivery of person-centred care		4D1 Review values, principles and standards contributing to positive risk-taking

## Indicative Content

### 1. Understand how to manage communication and information sharing in health and social care

- Theoretical models of communication e.g. Argyle, Shannon and Weaver, Schramm, Walter Lippman's barriers to effective communication, Scudder's model.
- Legal and ethical frameworks: legislation and guidance e.g. data protection regulation, Caldicott principles, when information can be shared without consent, security of information.
- Tools and techniques: communication skills; conflict management and resolution; models of effective communication e.g. SOLER, SURETY; monitoring communication; person-centred

communication, barriers to communication and how tools and techniques help to overcome them.

- Managing information: security of information, information systems and processes, conflicts in respect of sharing information.
- Importance of effective communication for care practice: building trust, partnership working; building relationships; collaboration; effective leading and managing.
- Stakeholders include service users, families, carers, colleagues and other professionals.

## **2. Understand the effectiveness of safeguarding and protection in health and social care**

- Legislative frameworks for safeguarding adults and children e.g. in UK mental health and mental capacity legislation; deprivation of liberty safeguards and restrictive practices; law re female genital mutilation, modern slavery, domestic abuse and arranged marriage; whistleblowing; effectiveness of legislation in protecting individuals.
- Strategies: local, national, organisational for managing safeguarding including reporting systems, local policies and procedures, procedures for comments and complaints, whistleblowing policies, duty of candour, duty of care.
- Examples of breakdown of safeguarding procedures and policy/legal responses.
- Identification of safeguarding issues, unsafe practices etc. responsibilities, strategies to prevent abuse and unsafe practice.
- Responses to suspicions or disclosures of abuse; roles and responsibilities; sharing information; protecting evidence.
- Creating a culture of whistleblowing within organisations.
- Managing health and safety requirements, compliance with health and safety legislation, local policies and procedures, assessing health and safety risks
- Promoting health and wellbeing: factors affecting health and wellbeing; meeting health and wellbeing needs; importance of independence.
- Models of monitoring, reporting and responding to changes in health and wellbeing.
- Effectiveness of policies and procedures promoting health and safety and supporting wellbeing.

## **3. Understand how to manage partnership working in health and social care**

- Best practice in partnership working; importance of partnership working; team working skills and attributes; legal requirement for partnership working (in UK), establishing positive relationships, commitment to partnership working, systems to support partnership working across organisations.
- Personal skills and attributes: trust, empathy, honesty, professionalism, non-judgmental, valuing others, recognising boundaries of own role, communication and negotiation skills, conflict resolution skills, team building, networking.
- Barriers e.g. organisational, cultural, professional differences, personal differences.

## **4. Understand how to lead person-centred practice in health and social care**

- Legislation and policy initiatives on the promotion of diversity, equality and inclusion in health and social care e.g. equality and human rights legislation, principles of dignity, organisational policies and procedures, models of health and disability e.g. medical, social models; cultures supporting equality, diversity, inclusion, dignity.
- Principles of person-centred, outcome-based practice: personalised, co-ordinated, enabling, outcome-based care; person-centred assessment.

- Conflicts in partnership working including professional differences, personal differences, organisation and cultural differences.
- Risk management: risk assessments, positive risk-taking, importance of positive risk-taking for person-centred care.
- Strengths-based approaches: focusing on strengths, abilities, skills, aspirations and interests rather than needs.
- Active participation: promoting voice of service user; choice and control to service user.
- Personal attributes and behaviours: care, compassion, courage, communication, competence, commitment, non-judgmental approaches, inclusion, respect etc.

<b>Unit 2 Responsibilities, values and behaviours 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>
LO2 Understand the effectiveness of safeguarding and protection in health and social care	Unit 6 Leading and managing different adult social care service models, LO4 Understand the safeguarding requirements of the chosen adult social care service
LO3 Understand how to manage partnership working in health and social care	Unit 7 Care planning and assessment in social care settings, LO3 Understand partnership and multi-disciplinary team working in social care
LO4 Understand how to lead person-centred practice in health and social care	Unit 4 Professional development and performance management in health and social care, LO4 Understand how to support own professional development and manage personal stress and wellbeing  Unit 6 Leading and managing different adult social care service models, LO3 Understand how to support the delivery of person-centred care within the chosen adult care service
<b>Opportunities for Synoptic Assessment</b>	
There may be further opportunities to assess unit understanding in units 4, 6 and 7.	

<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;	<b>Using sources of information:</b> Identifying available sources of information; accessing information (LO1, LO2, LO3, LO4)

<p>planning and implementing solutions; developing contingency plans; assessing effectiveness. (LO1, LO2, LO3, LO4)</p> <p><b>Digital skills:</b> Handling and judging the reliability of information; problem-solving (eg online research, presenting data). (LO1, LO2, LO3, LO4)</p>	<p><b>Reading skills:</b> Identifying different reading materials; reading with a purpose. (LO1, LO2, LO3, LO4)</p> <p><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 (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3, LO4)</p>
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<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 Care – values - <a href="https://www.skillsforcare.org.uk/Documents/Recruitment-and-retention/Careers-in-care/What-values-do-I-need-to-work-in-social-care.pdf">https://www.skillsforcare.org.uk/Documents/Recruitment-and-retention/Careers-in-care/What-values-do-I-need-to-work-in-social-care.pdf</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">https://www.health.org.uk</a>  UK Government Legislation <a href="https://www.legislation.gov.uk">https://www.legislation.gov.uk</a></p> <p><u>Texts</u>  Samuriwo, R. <i>et al.</i> (2018) Values in health and Social Care: An introductory workbook. London, UK: Jessica Kingsley Publishers.  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.</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 3 Improvement and innovation in health and social care</b>			
<b>Unit aims</b>	This unit will develop an understanding of the importance of improvement and innovation in health and social care and the processes to achieve these. The unit will cover the management of quality, continuous improvement and change. Learners will find out about innovation and entrepreneurial skills in health and social care. They will learn about developing and implementing a vision within an organisation and creating a culture that supports initiative and innovation.		
<b>Unit level</b>	5		
<b>Unit code</b>	D/650/9478		
<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 focus on a chosen national context when looking at legislation and may wish to choose a specific care context to focus on in their assessment, for example, adult care.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand how to create an entrepreneurial and innovative culture in health and social care	1.1 Analyse the market for health and social care services in a chosen context 1.2 Analyse how to create a culture that supports entrepreneurship and innovation 1.3 Analyse how to develop and implement a vision for a health and social care organisation	1M1 Analyse gaps in market provision in chosen area of care	1D1 Assess the importance of entrepreneurial skills in meeting market demand
2. Understand quality management and improvement in health and social care	2.1 Analyse quality frameworks applicable to chosen area of care		2D1 Assess quality controls that could be implemented in a chosen health and social care context

	<p>2.2 Analyse concepts and models of quality and improvement</p> <p>2.3 Determine strategies to manage quality and continuous improvement</p>		
3. Understand the nature and management of change in organisations	<p>3.1 Evaluate models and theories of change management</p> <p>3.2 Analyse the nature and management of change within organisations</p>	3M1 Assess how change can be effectively managed in health and social care organisations	

## Indicative Content

### 1. Understand how to create an entrepreneurial and innovative culture in health and social care

- Market for health and social care: commissioning, procurement and funding of services; influencing factors e.g. policies, legislation, demographics; structure of wider health and social care market; gaps in provision; competition.
- Organisational culture: elements of a culture supporting entrepreneurship and innovation; entrepreneurial skills (innovation, risk-taking, service user relations, creativity, change); importance of valuing initiative; identifying opportunities; identifying redundant services; partnership working; responsiveness to feedback.
- Organisational vision: identifying key influences; engaging key stakeholders; using evidence-based research and core values; in line with organisational objectives; monitoring and review of vision to check continued validity.

### 2. Understand quality management and improvement in health and social care

- Quality frameworks: legislative and regulatory frameworks (e.g. in UK, Care Quality Commission, NICE guidelines, Adult Social Care Outcomes etc.); organisational quality standards.
- Concepts, theory and models of quality: quality control, quality assurance; total quality management; continuous improvement; 360 degree reviews.
- Strategies to manage quality and continuous improvement: quality controls (person-centred approaches, quality monitoring, audits, policies and procedures); methods to measure achievement of standards (service user feedback, hospital admissions, quality of life, performance measurement etc); systems and processes (record keeping, feedback and review, audits, inspection reports); review and monitoring (stakeholder engagement); staff consultation; continuous improvement.

### 3. Understand the nature and management of change in organisations

- Models and theories: e.g. Kotter's 8-step model, Lewin's unfreeze/refreeze model, Fisher's process of transition, Kübler-Ross 5-stage model, the change curve.
- Nature of change: change as a continuous process; drivers of change (external and internal drivers); impact of change (resistance to change, benefits of change, resource implications, staff competence, costs, risks).
- Management: tools to support change (engaging stakeholders, shared understanding, consultation, communication); change planning (setting objectives/criteria for success, approval for change, gaining support).

Unit 3 Improvement and innovation in health and social care – Supporting Information	
<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.	
Learning Outcome	Teaching and learning links to other unit LO/AC
LO2 Understand quality management and improvement in health and social care	Unit 14 Project Management in health and social care, LO2 Plan a management or research project in health and social care
<b>Opportunities for Synoptic Assessment</b>	
There are opportunities to link the assessment of unit 3, particularly LO2, to Unit 14 where the project undertaken could focus on improvement and innovation.	

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; planning and implementing solutions; developing contingency plans; assessing effectiveness. (LO1, LO2, LO3)</p> <p><b>Digital skills:</b> Handling and judging the reliability of information; problem-solving (eg online research, presenting data). (LO1, LO2, LO3)</p>	<p><b>Using sources of information:</b> Identifying available sources of information; accessing information. (LO1, LO2, LO3)</p> <p><b>Reading skills:</b> Identifying different reading materials; reading with a purpose. (LO1, LO2, LO3)</p> <p><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 (avoiding jumping to</p>

conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3)

## 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>

#### Texts

Martin, V. (2003) *Leading change in health and Social Care*. London: Routledge.

Swanwick, T. and Vaux, E. (eds.) (2020) *ABC of Quality Improvement in Healthcare*. Hoboken, NJ, USA: Wiley Blackwell.

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.

### Global Context

#### Web resources

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

<b>Unit 4 Professional development and performance management in health and social care</b>			
<b>Unit aims</b>	This unit will develop understanding of professional development for leaders in health and social care and of the management of learning and development for self and others. The unit will look at the leadership and management of professional development in health and social care organisations, the purpose and practice of professional supervision and the management of performance.		
<b>Unit level</b>	5		
<b>Unit code</b>	F/650/9479		
<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 use contextualised examples to support their assignment answers.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand how to lead and manage professional development in health and social care	1.1 Explain the principles of professional development in health and social care 1.2 Analyse the elements needed to create a culture of learning within an organisation 1.3 Assess the systems and processes required to ensure effective professional development		1D1 Evaluate models of reflective practice and their use in professional development
2. Understand the purpose and practice of professional supervision in	2.1 Review theories and models of professional supervision and their application in health and social care	2M1 Assess the requirement for professional supervision in health and social care	

health and social care	2.2 Evaluate the purpose and benefits of professional supervision in health and social care		
3. Understand how to manage performance in health and social care	3.1 Analyse theories and models underpinning performance and appraisal 3.2 Discuss the use of performance indicators 3.3 Assess the use of disciplinary and grievance procedures in organisations	3M1 Assess how performance and conduct issues can be addressed with individuals	
4. Understand how to support own professional development and manage personal stress and wellbeing	4.1 Explore goals and aspirations that support own professional development and how to access development opportunities 4.2 Analyse personal wellbeing and strategies to maintain wellbeing 4.3 Analyse causes and indicators of personal stress and strategies to relieve stress		4D1 Evaluate elements of organisational culture that would support health and wellbeing

## Indicative Content

### 1. Understand how to lead and manage professional development in health and social care

- Principles of professional development: requirements and benefits of continuous professional development (CPD); professional standards; reflective practice – models and use (e.g. Gibbs, Schon, Kolb, Boud triangular representation, Lawrence-Wilkes, Johns' structured reflection); goal setting (SMART, reviewing achievement). personal/professional development planning (PDPs); importance of self-awareness.
- Culture of learning: leading learning and development; elements of learning culture e.g. growth mindset, opportunities for learning, commitment to learning, supporting and providing learning

opportunities (resources, funding, time), encouraging and motivating learning, developmental feedback, recognising achievement, recognising benefits of learning.

- Systems and processes: formal and informal support, supervision, appraisal, 360 degree review, mentoring, peer support, courses, learning opportunities, coaching and mentoring systems, developmental feedback, different types of learning, PDP templates, structured career pathways, talent development, succession planning, funding and access to opportunities.

## **2. Understand the purpose and practice of professional supervision in health and social care**

- Theories and models of supervision: e.g. Wonnacott, Stoltenberg and Delworth, Carl Rogers, Bernard's Discrimination Model, Holloway, systems approaches, solution focused approaches.
- Purpose and benefits of professional supervision: legislation and guidance relating to supervision, policies and procedures; requirement for supervision; function (principles, scope and purpose); activities and processes (formal and informal supervision, group, individual, team, observation, validating knowledge, shadowing activities). Benefits for staff and organisation.

## **3. Understand how to manage performance in health and social care**

- Theories and models: Motivation theories (Maslow, Herzberg, goal-setting theory, scenario-based, 360 degree feedback, expectancy theory, learning curve theory); Plan, Coach, Evaluate, Reward.
- Key Performance Indicators; identifying KPIs; measurement against KPIs.
- Disciplinary and grievance: contents of disciplinary and grievance policy and procedures; use of procedures (when, how); addressing performance issues. Formal and informal.

## **4. Understand how to support own professional development and manage personal stress and wellbeing**

- Goals and aspirations: identifying career pathways; identifying areas for development; setting goals to support professional development; managing own development, maintaining competence (PDP, supervision, managing workloads, measuring achievement).
- Accessing development activities: identifying range of development opportunities; own learning styles and needs; how to access opportunities; funding.
- Wellbeing: personal wellbeing (quality of life, social, emotional, physical and mental wellbeing), self-care, resilience; factors affecting wellbeing (environmental, physical, social and psychological factors); strategies for measuring and maintaining wellbeing (work/life balance, effective workload management, reduction of stress, prioritising, delegating; elements of culture of positive wellbeing and health).
- Stress: definition; importance of recognising stress, negative impacts of stress (burnout, inefficiency, illness, negative impacts on wellbeing and organisational culture); positive impact of work pressure e.g. motivational.
- Causes of stress: relationships, situations, environmental factors (e.g. noise, poor working conditions), changes to routine; excessive work; shift patterns etc. personal factors – ill health difficulties at home, bereavement.
- Indicators of stress: physical, emotional, behavioural and psychological indicators e.g. anxiety, depression, panic, raised heartbeat etc.
- Reducing stress: recognising causes and indicators, management of workloads, relaxation techniques, mindfulness, cognitive behavioural techniques, journals and reflective diaries, discussions with colleagues, mentoring and supervision.

- Building resilience for longer-term management of stress and maintenance of wellbeing: group/team support, effective time management, setting achievable goals; developing self-awareness, work/life balance. Duty of Care/ legal requirements for managers.

<b>Unit 4 Professional development and performance 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 how to lead and manage professional development in health and social care	Unit 12 Recruitment and retention of staff in health and social care LO3 Understand how to support the retention of staff in health and social care
LO4 Understand how to support own professional development and manage personal stress and wellbeing	Unit 2 Responsibilities, values and behaviours in health and social care, LO4 Understand how to lead person-centred care – AC 4.3 Analyse personal attributes and behaviours that support the delivery of person-centred care
<b>Opportunities for Synoptic Assessment</b>	
LO1 and LO4 are linked and enable synoptic assessment.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Leadership:</b> Inspiring motivation, positivity, resilience, delegation, time management. (LO1, LO2, LO3, LO4)</p> <p><b>Problem solving:</b> Analysis of data; defining challenges and issues; determining and assessing solutions; planning and implementing solutions; developing contingency plans; assessing effectiveness. (LO1, LO2, LO3, LO4)</p>	<p><b>Using sources of information:</b> Identifying available sources of information; accessing information (LO1, LO2, LO3, LO4)</p> <p><b>Reading skills:</b> Identifying different reading materials; reading with a purpose. (LO1, LO2, LO3, LO4)</p> <p><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 (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3, LO4)</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>

NHS England – performance management tools <https://www.england.nhs.uk/wp-content/uploads/2021/03/qsir-performance-management.pdf>

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

Skills for Care – performance management <https://www.skillsforcare.org.uk/Support-for-leaders-and-managers/Managing-people/People-performance-management.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>

#### 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.

### 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

Field, R. and Brown, K. (2020) Effective leadership, management and supervision in health and Social Care. London: Learning Matters.

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

<b>Unit 5 Digital skills for leaders in health and social care</b>			
<b>Unit aims</b>	This unit aims to support the development of digital skills to support work and research in health and social care. Learners will explore systems and technologies and their management and use in enhancing care. They will consider the security and ethical issues related to digital technologies and how these can be effectively managed.		
<b>Unit level</b>	5		
<b>Unit code</b>	K/650/9480		
<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 use contextualised examples to support their assignment answers.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand digital technologies in health and social care	1.1 Discuss key technologies and digital systems in health and social care 1.2 Analyse the importance, principles and concepts of digital health 1.3 Discuss the stages of set-up, implementation and maintenance of a technology system in a health/social care setting		<b>LO1, LO4</b>  1D1 Evaluate the contribution of technology in supporting person-centred care
2. Understand the requirements and principles of data security	2.1 Assess the importance of data security and patient/client privacy in digital health and social care	<b>LO2, LO3, LO4</b>  2M1 Assess the implications of a data security breach in health and social care	

	2.2 Analyse best practices in safeguarding data in health and social care		
3. Understand the use and management of data in health and social care	3.1 Analyse the effective use and management of data in health and social care 3.2 Assess the use of data in decision-making in health and social care	<b>LO1, LO2, LO3, LO4</b>  3M1 Assess the importance of different digital systems in health and social care being interoperable.	<b>LO2, LO3, LO4</b>  3D1 Evaluate the role of health analytics and big-data in health and social care decision-making
4. Understand the ethical implications of technology in health and social care	4.1 Analyse ethical dilemmas related to digital technology in health and social care 4.2 Discuss strategies for addressing ethical concerns while supporting care		

## Indicative Content

### 1. Understand digital technologies in health and social care

- Key technologies and digital systems in health and social care: e.g. electronic health/care records, telemedicine and telehealth, mobile health apps, health information sharing, use of AI in diagnosis and treatment, population health data, videoconferencing/collaboration tools, organisation functional tools (finance, HR, project management), communications technology.
- Principles and concepts of digital health: person-centred care, interoperability of systems, data integration and aggregation, telemedicine and telehealth (including communication devices, devices for support with everyday activities and health monitors etc.), evidence-based practice, scalability and accessibility, regulatory compliance, usability, emerging technologies and innovation, choosing the right technology to support care.
- Importance: e.g improved access to care, efficiency, enhanced communication, data-driven decision-making, remote monitoring, preventative care, engagement with service users, reduction of errors, cost savings, integration of care, research and innovation, better management of chronic conditions, better emergency response, improves person-centred care. Drawbacks e.g. less human contact, data security implications, difficult to identify changes outside those being regularly monitored.
- Set-up implementation and maintenance of systems: identifying technologies and systems, needs assessment, budget and resources, regulatory compliance, selecting suitable vendor, project management, infrastructure set-up, user training, data migration, testing, quality

assurance, change management, piloting, monitoring, feedback and improvement; purpose, importance and activities at each stage.

## 2. Understand the requirements and principles of data security

- Importance of data security: legal requirements including penalties for breach, moral and ethical concerns, data privacy, confidentiality, organisational policies.
- Best practice in safeguarding information: robust policies, training, consent, physical security, passwords, access levels, software security, firewalls etc. importance of having multiple levels of protection.
- Implications of data breaches: examples of breaches and how they may occur, legal penalties, risks to individuals, risks to organisation, reporting of security breaches.

## 3. Understand the use and management of data in health and social care

- Data use: purposes of data for managing individual care, business operations, staff, finances etc. Importance of data to the operation of health and social care organisations.
- Data Management: effective training, data governance, quality assurance of data, data security, data collection and integration, interoperability, data storage and back-up, data access and permissions, data retention and archiving, data analytics and reporting, auditing and monitoring, assessing third party providers, continuous improvement.
- Decision-making – use of data for decision-making relating to organisational management, commissioning and care functions; internal and external data; use of health analytics and big data.

## 4. Understand the ethical implications of technology in health and social care

- Ethical dilemmas: need for privacy and confidentiality and risk of data breaches; data sharing and consent; equity and access to technologies; marginalised or disadvantaged service-users; accuracy and reliability of data; avoidance of bias; autonomy vs algorithm recommendations (where data-driven decisions conflict with professional judgement); maintaining relationships between professionals and service users when using technology; data ownership and control issues where data is shared; professional competence of technology users.
- Strategies to address concerns: ethical guidelines and policies, training, informed consent and transparency, data security and privacy, empowering service-users, interoperability and data portability, digital literacy programmes, ethical review boards, involving service-users in design/decision-making, monitoring and auditing, ethical leadership and culture, continuous improvement, whistleblowing policies.

Unit 5 Digital skills for leaders in health and social care - Supporting Information	
<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.	
Learning Outcome	Teaching and learning links to other unit LO/AC
LO1 Understand digital technologies in health and social care	Unit 11 Operational planning in health and social care, LO2 Understand the systems and processes supporting planning in a health or social care organisation

## Opportunities for Synoptic Assessment

Merit and distinction assessment criteria provide opportunities for synoptic assessment within the unit.

Digital skills underpin all work in health and social care and learners may have other opportunities to use knowledge from this unit across other units.

## 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; planning and implementing solutions; developing contingency plans; assessing effectiveness. (LO1, LO2, LO3, LO4)</p> <p><b>Digital skills:</b> Handling and judging the reliability of information: problem-solving (eg online research, presenting data); Keeping users safe and legal in the digital world. (LO1, LO2, LO3, LO4)</p>	<p><b>Using sources of information:</b> Identifying available sources of information; accessing information, ie choosing current, sufficient, relevant and reliable sources; noting key info - page nos, URLs, key dates; recording sources clearly and logically. (LO1, LO2, LO3, LO4)</p> <p><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 (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3, LO4)</p>

## Suggested Resources

### UK Context

#### Web resources

Adult Social Care Digital Skills Framework <https://beta.digitisingocialcare.co.uk/digital-skills/overview>

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>

NHS – Improving the digital literacy of the workforce <https://digital-transformation.hee.nhs.uk/building-a-digital-workforce/digital-literacy>

Nuffield Trust – digital skills - <https://www.nuffieldtrust.org.uk/research/developing-the-digital-skills-of-the-social-care-workforce>

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

Skills for Care – Core digital skills <https://www.skillsforcare.org.uk/resources/documents/Support-for-leaders-and-managers/Managing-a-service/Digital/Core-digital-skills-in-social-care.pdf>

Skills for Care – digital technology in social care <https://www.skillsforcare.org.uk/Support-for-leaders-and-managers/Managing-a-service/Digital-technology-and-social-care/Digital-technology-in-social-care.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>

### 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.

### **Global Context**

#### Web resources

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

<b>Unit 6 Leading and managing different adult social care service models</b>			
<b>Unit aims</b>	This unit aims to develop the in-depth knowledge and understanding required to manage a chosen adult social care model. Learners will choose one service on which to focus. They will consider the requirements of the chosen service in terms of management, resources, safeguarding and care provision.		
<b>Unit level</b>	5		
<b>Unit code</b>	L/650/9481		
<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 an adult care service model on which to base their assessment and consider legislation in a chosen national context. Suitable services include: community services, domiciliary services, extra care services, remote services, working for individual service-users (personal assistant), integrated services, residential or group settings and supported accommodation.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand the structure, purpose and operating environment of the chosen adult care service	1.1 Explain the structure and purpose of the chosen adult care service model 1.2 Analyse factors influencing the operations of the chosen adult care service	<b>LO1, LO2</b>  1M1 Assess accessibility of the service provision	<b>LO1, LO2, LO3, LO4</b>  1D1 Evaluate the impact of regulatory requirements on the environment and service provision
2. Understand operational management requirements of the chosen adult care service	2.1 Analyse the resource requirements for the chosen adult care service 2.2 Assess the requirements for effective practitioner support within the service 2.3 Assess the requirements for	<b>LO2, LO3</b>  2M1 Assess the sufficiency of resources and the impact of this on the service	

	clear communication and record-keeping within the chosen adult care service and with external partners		
3. Understand how to support the delivery of person-centred care within the chosen adult care service	3.1 Assess how daily routines of the chosen adult care service can be achieved in ways that support person-centred care		
4. Understand the safeguarding requirements of the chosen adult social care service	4.1 Analyse the processes and regulatory requirements for the safeguarding of service users and staff within the service 4.2 Analyse systems required for effective risk-reporting, dealing with emergencies and whistleblowing		<b>LO3, LO4</b> 4D1 Assess the importance of supporting practitioners to challenge inadequate systems and unsafe working practices

## Indicative Content

### 1. Understand the structure, purpose and operating environment of the chosen adult care service

- Operational structure including funding arrangements, ownership and management structures, how services are accessed.
- Purpose of provision including service users, services provided, area covered (local/national).
- Factors influencing operations: legislation and regulation, inspection regime, funding model, availability of resources, numbers and profile of service users; impact of regulatory requirements.
- Legislation and regulation to include care standards, data protection, equality, health and safety, organisational policies and procedures.
- How services are accessed and equality of access.

## 2. Understand operational management requirements of the chosen adult care service

- Resource requirements: finance and adequacy of funding, premises and equipment, numbers and experience/qualifications of staff, staff contingency arrangements, resource planning.
- Practitioner support: induction training, shadowing, continuing professional development, supervision, appraisal and performance management systems, team meetings and feedback, workforce development, support to deal with ethical dilemmas, grievance and disciplinary proceedings, policies and procedures.
- Effective communication, communication needs, working with others, communications policies.
- Record-keeping: safe storage of records, record-keeping policies and practices, confidentiality and sharing information.

## 3. Understand how to support the delivery of person-centred care within the chosen adult care service

- Day-to day tasks and activities of service and how these are carried out.
- Supporting person-centred practice: meeting communication needs, seamless care, personalised care, choice and control of care, the 6Cs, outcome-based and evidence-based approaches, inclusive practice, continuing improvement, best practice, active participation, positive risk management, upholding service-user rights.

## 4. Understand the safeguarding requirements of the chosen adult social care service

- Safeguarding processes and regulation: local and national regulation, legislation, policies and procedures, human rights, impact of policy and regulation, serious case reviews, safe staff recruitment and selection, partnership working.
- Risk: assessing and reporting risk, positive risk-taking, feedback mechanisms, complaints procedures, challenging ineffective or unsafe practice, evaluating systems, whistleblowing, no-blame cultures. Consequences of not reporting unsafe practices and processes.

<b>Unit 6 Leading and managing different adult social care service models - 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>
LO2 Understand operational management requirements of the chosen adult care service	Unit 1 Leading and managing health and social care, LO4 Understand how to lead and manage a health and social care service
LO3 Understand how to support the delivery of person-centred care within the chosen adult care service	Unit 2 Responsibilities, values and behaviours in health and social care, LO4 understand how to lead person-centred practice in health and social care

LO4 Understand the safeguarding requirements of the chosen adult social care service	Unit 2 Responsibilities, values and behaviours in health and social care, LO2 Understand the effectiveness of safeguarding and protection in health and social care  Unit 13 Risk Management in health and social care, LO3 Understand the systems and processes required for risk management in health and social care
<b>Opportunities for Synoptic Assessment</b>	
Merit and distinction assessment criteria provide opportunities for synoptic assessment within the unit.  There may be opportunities to assess unit understanding in Unit 2.	

<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; planning and implementing solutions; developing contingency plans; assessing effectiveness. (LO1, LO2, LO3, LO4)</p> <p><b>Digital skills:</b> 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> Identifying available sources of information; accessing information. (LO1, LO2, LO3, LO4)</p> <p><b>Reading skills:</b> Identifying different reading materials; reading with a purpose. (LO1, LO2, LO3, LO4)</p> <p><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 (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3, LO4)</p>

<b>Suggested Resources</b>
<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>Helen Sanderson Associate Person Centred Practices <a href="http://helensandersonassociates.co.uk/person-centred-practice/">http://helensandersonassociates.co.uk/person-centred-practice/</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 England – Safeguarding adults <a href="https://www.england.nhs.uk/wp-content/uploads/2017/02/adult-pocket-guide.pdf">https://www.england.nhs.uk/wp-content/uploads/2017/02/adult-pocket-guide.pdf</a></p> <p>Skills for Care <a href="https://www.skillsforcare.org.uk/Home.aspx">https://www.skillsforcare.org.uk/Home.aspx</a></p>

Skills for Care – developing leadership skills <https://www.skillsforcare.org.uk/Support-for-leaders-and-managers/Developing-leaders-and-managers/Manager-induction-standards/1-Leading-and-managing-in-adult-social-care.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>

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

#### 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.

#### **Global Context**

#### Web resources

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

<b>Unit 7 Care planning and assessment in social care settings</b>			
<b>Unit aims</b>	This unit aims to develop an in-depth knowledge and understanding of care planning and assessment processes in a specific social care service of the learner's choice. Learners will look at processes in place, how assessments translate to care plans and how plans are implemented. They will consider how care needs are met by multi-disciplinary care teams.		
<b>Unit level</b>	5		
<b>Unit code</b>	M/650/9482		
<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 suitable social care service and national context on which to base their assessment.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand care planning and assessment processes in health and social care settings	1.1 Discuss the use of a range of assessment processes in chosen social care setting 1.2 Analyse the elements of a successful care plan 1.3 Analyse how assessments form the basis of developing effective care plans	<b>LO1, LO2, LO3</b>  1M1 Analyse how to involve service users and their families in care planning and assessment	<b>LO1, LO2, LO3</b>  1D1 Review potential barriers to assessment for service users and how these may be overcome
2. Understand how to manage outcomes of assessments in social care settings	2.1 Assess how services are identified to fulfil care plans and meet the needs of service users 2.2 Discuss the need for effective implementation of care plans to provide positive outcomes	2M1 Analyse how the active participation of service users can be supported through the assessment, planning and provision of care	

<p>3. Understand partnership and multi-disciplinary team working in social care</p>	<p>3.1 Analyse the role, scope and boundaries of the chosen care service in the assessment and delivery of care</p> <p>3.2 Assess the roles and responsibilities of other agencies potentially involved in the assessment and delivery of care</p> <p>3.3 Assess the importance of internal and external partnership working; how it informs and contributes to assessment and care planning</p> <p>3.4 Analyse effective practitioner contributions to a multi-disciplinary team</p>		<p>3D1 Review potential barriers to effective partnership working and how these may be overcome</p>
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## Indicative Content

### 1. Understand care planning and assessment processes in health and social care settings

- Types, purpose and use of assessment: safeguarding, identification of needs, needs assessment, assessment activities and processes, legal and regulatory requirements, person-centred assessment, self-assessment, advocacy, upholding user rights, financial assessment, holistic assessment, assessment tools (tools for collecting information, measurement of need e.g. independence, pain scales, health questionnaires etc.); importance of early assessment, active participation of service user and family, roles and responsibilities for assessment.
- Care planning: care planning processes, format of care plans, purpose of care planning, requirement for assessment of needs, funding of care, resources required, human resource requirement, referral processes, requirement for person-centred care planning and how this is achieved, involvement of service user and family, how assessments underpin care plans by identifying needs, values, preferences etc.
- Benefits: person-centred; seamless provision of services, collaborative approaches, person-centred care, meeting of all needs.
- Barriers to assessment: resource issues, health issues, capability, dependency, conflict, communication issues, family tension, discrimination.
- Ways to involve service users and family e.g. use of person-centred thinking tools to support enquiry and decision-making.

## 2. Understand how to manage outcomes of assessments in social care settings

- Identification of services, funding of services, planning of provision, process, roles and responsibilities. Types of funding: social care, health care, self-funding.
- Positive outcomes: based on needs and aspirations of service users, improved quality of life, better physical and mental health, involvement in local communities, choice and control, equality and inclusion, economic wellbeing, personal dignity.
- Implementation: documentation, record-keeping, risk assessment, roles and responsibilities, supporting active participation.

## 3. Understand partnership and multi-disciplinary team working in social care

- Professional and organisational boundaries, role of chosen care service.
- Roles and responsibilities: agencies/practitioners/professionals involved in care, (e.g. social care, health care, voluntary services, education, community services, GPs, hospital services, nurses, therapists, dieticians, psychologists, pharmacists, social workers, advocates, self-help groups).
- Importance of partnership working: to meet all care needs, pooled resources, suitable services provided, right knowledge and skills.
- Practitioner role: shared decision-making, effective communication, sharing learning and best practice, maintaining professional boundaries, lead/key person role, consistency of care, seamless care.
- Barriers to multi-disciplinary/partnership working: professional and personal differences, organisational policies, funding and resource issues, legal and regulatory issues, practical issues e.g. time constraints etc.

Unit 7 Care planning and assessment in social care settings - Supporting Information	
<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.	
Learning Outcome	Teaching and learning links to other unit LO/AC
LO3 Understand partnership and multi-disciplinary team working in social care	Unit 2 Responsibilities, values and behaviours in health and social care, LO3 Understand how to manage partnership working in health and social care
<b>Opportunities for Synoptic Assessment</b>	
Merit and distinction assessment criteria provide opportunities for synoptic assessment within the unit.	
There may be an opportunity to assess LO3 in Unit 2 LO3 as above.	

Opportunities for Skills Development within this Unit	
Employability Skills	Study Skills

**Problem solving:** Analysis of data; defining challenges and issues; determining and assessing solutions; planning and implementing solutions; developing contingency plans; assessing effectiveness. (LO1, LO2, LO3)

**Digital skills:** Handling and judging the reliability of information; problem-solving (eg online research, presenting data). (LO1, LO2, LO3)

**Using sources of information:** Identifying available sources of information; accessing information. (LO1, LO2, LO3)

**Reading skills:** Identifying different reading materials; reading with a purpose. (LO1, LO2, LO3)

**Thinking skills:** 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 (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3)

## 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>

National Institute for Health and Care Excellence – assessment and care planning

<https://www.nice.org.uk/about/nice-communities/social-care/quick-guides/what-to-expect-during-assessment-and-care-planning>

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

NHS England – Care and support plans <https://www.nhs.uk/conditions/social-care-and-support-guide/help-from-social-services-and-charities/care-and-support-plans/>

NHS England – personalised care and support planning

<https://www.england.nhs.uk/personalisedcare/pcsp/>

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>

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

#### 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.

### Global Context

#### Web resources

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

<b>Unit 8 Management of clinical skills in adult social care</b>			
<b>Unit aims</b>	This unit aims to develop knowledge and understanding of clinical activities carried out in adult care settings. Learners will look at the responsibilities of professionals in undertaking clinical activities and the potential activities that may be required in a specific adult care service. They will consider the skills and competence required to undertake clinical activities and how these are effectively managed to support the health and wellbeing of individuals.		
<b>Unit level</b>	5		
<b>Unit code</b>	R/650/9483		
<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 parts of the assessment, learners will need to focus on a specific adult social care setting. They will need to research potential clinical activities and any policy and regulatory requirements relating to their chosen setting.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand roles and responsibilities in respect of clinical care and treatment in adult social care	1.1 Analyse clinical care and treatment commonly required in adult social care 1.2 Discuss professional responsibilities and accountability in relation to clinical care or treatment in adult social care 1.3 Review the role of a practitioner in adult social care in meeting the needs of service users in relation to clinical activities		<b>LO1, LO2, LO3</b>  1D1 Assess the impact of legislation, regulation and policy on clinical activities in adult social care

<p>2. Understand the potential healthcare needs of individuals in adult social care</p>	<p>2.1 Analyse the common healthcare needs of service users within a chosen adult care service</p> <p>2.2 Determine the clinical activities required to support common health care needs and wellbeing of service users within a chosen adult care service</p> <p>2.3 Evaluate the risks relating to clinical activities in adult social care</p>	<p><b>LO1, LO2, LO3</b></p> <p>2M1 Recommend ways to manage risks in relation to clinical activities</p>	
<p>3. Understand the clinical skills and competence required within chosen service</p>	<p>3.1 Analyse the clinical skills, knowledge and training required for compliance, in a specific adult care setting</p> <p>3.2 Analyse processes for the assessment, monitoring, and review of the clinical needs of service users</p>	<p><b>LO1, LO2, LO3</b></p> <p>3M1 Assess the importance of clinical competence and continuing professional development in adult social care</p>	<p><b>LO1, LO2, LO3</b></p> <p>3D1 Evaluate ways of developing skills and competence for clinical activities</p>

## Indicative Content

### 1. Understand roles and responsibilities in respect of clinical care and treatment in adult social care

- Delegated clinical healthcare activities in adult care: e.g. wound care, catheter care, skin integrity, diabetes care, mental health support, taking blood samples, physiological measurements, respiratory care, management and administration of medicines, continence management, feeding techniques, therapeutic activities, reablement techniques, emergency procedures, any observation and treatment of service users in relation to a medical condition.
- Professional responsibilities and accountability: legislation, regulation and policy relating to clinical activities e.g. requirements for special training, in UK CQC regulated activities; duty of care; duty of candour; ethical and professional responsibilities; professional bodies; who can delegate activities (e.g. nurse, occupational therapist, paramedic, therapist); skills for care guiding principles; accountability. Impact on provision of clinical care in adult care setting.
- Role of practitioner: gaining consent, understanding boundaries and limits of own role; ensuring competence; practising safe and effective care; infection prevention and control; evidence-based practice; complying with relevant policies, procedures, agreed ways of working and codes of practice.

## 2. Understand the potential healthcare needs of individuals in adult social care

- Potential health conditions: management of common health conditions e.g. cardiovascular disease, diabetes, osteoarthritis, epilepsy, stroke, dementia, COPD and other respiratory diseases, end of life care, physical disabilities.
- Clinical activities to meet requirements of conditions that may be common in chosen service; purpose of clinical activities and how they support health and wellbeing e.g. monitoring or treating illness or disease; how clinical activities are carried out: processes and protocols for specific activities.
- Risk assessments: carrying out risk assessments, controlling and minimising risks, reporting issues, risks relating to specific clinical activities in adult care.

## 3. Understand the clinical skills and competence required within chosen service

- Clinical skills required: e.g. taking blood samples, administration of medicines by different routes, electrocardiograph procedures, physiological measurements (blood pressure, temperature, blood oxygen etc), stoma care, wound closure, wound dressing, care of deceased etc. relevant to chosen care setting. How activities are carried out.
- Importance of clinical competence: to provide safe care; to improve quality of care; to meet user needs; to effectively carry out clinical activities; compliance with law and regulation (training requirements, codes of practice, national guidelines e.g. NICE in UK, best practice, policy and protocols).
- How to assess and monitor health of individuals in relation to known conditions, review of healthcare needs: regular reviews, gathering measurements and information, reporting changes, recording and reporting assessment, monitoring, review and implementation of clinical activities; infection prevention and control activities and implications of failing to follow procedures, supporting individuals (consent, choice, information, communication, carrying out activity), monitoring, recording process and outcomes, reporting issues.
- Ways of developing skills: qualifications and training; developing competence e.g. shadowing, coaching, mentoring, practical experience.

<b>Unit 8 Management of clinical skills in adult 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>
As this is a specialist unit, there are no specific links though the unit should be underpinned by professional practice, values and attitudes.	
<b>Opportunities for Synoptic Assessment</b>	
Merit and distinction assessment criteria provide opportunities for synoptic assessment within the unit.	

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; planning and implementing solutions; developing contingency plans; assessing effectiveness. (LO1, LO2, LO3)</p> <p><b>Digital skills:</b> Handling and judging the reliability of information; problem-solving (eg online research, presenting data). (LO1, LO2, LO3)</p>	<p><b>Using sources of information:</b> Identifying available sources of information; accessing information (LO1, LO2, LO3)</p> <p><b>Reading skills:</b> Identifying different reading materials; reading with a purpose. (LO1, LO2, LO3)</p> <p><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 (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3)</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 Care 'Delegated Healthcare Activities' <a href="https://www.skillsforcare.org.uk/Support-for-leaders-and-managers/Managing-a-service/Delegated-healthcare-activities/Delegated-healthcare-activities.aspx">https://www.skillsforcare.org.uk/Support-for-leaders-and-managers/Managing-a-service/Delegated-healthcare-activities/Delegated-healthcare-activities.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.</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 9 Managing transitions relating to care settings and significant life events</b>			
<b>Unit aims</b>	This unit aims to develop the skills to lead, manage and support transitions between care settings and/or transitions relating to significant events in the lives of individuals in social care settings. Learners will consider theoretical approaches and factors supporting positive transitions as well as considering the frameworks, practices and organisational cultures supporting positive experiences for individuals.		
<b>Unit level</b>	5		
<b>Unit code</b>	T/650/9484		
<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 explore legislation, regulation and frameworks for transition and change in social care within a chosen national context.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand the impact of transition and significant life events on the health and wellbeing of individuals	1.1 Discuss types of transitions and significant life events affecting service users in social care 1.2 Analyse the impacts of transition, loss and change on the health and wellbeing of individuals	<b>LO1, LO2, LO3</b>  1M1 Assess the impact of a transition or significant life event on an individual and others involved in their care	
2. Understand theoretical and practical approaches to transitions and significant life events	2.1 Analyse theories and models relating to transition, loss and change 2.2 Analyse factors that can contribute to positive transitions and change	<b>LO1, LO2, LO3</b>  2M1 Recommend ways to improve the experience of transitions and change for an individual in social care	<b>LO1, LO2, LO3</b>  2D1 Assess the application of theories and models to a transition or change for an individual in social care
3. Understand how to lead and manage the support of	3.1 Analyse legal, regulatory and organisational		<b>LO1, LO2, LO3</b>

<p>service users experiencing transitions and significant life events</p>	<p>requirements for managing transitions and changes in social care</p> <p>3.2 Analyse approaches to supporting individuals through transitions and significant life events</p> <p>3.3 Assess organisational culture and frameworks for managing effective support for transition and change.</p>		<p>3D1 Evaluate the effectiveness of frameworks, culture and practice in supporting an individual through a transition or significant life event</p>
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## Indicative Content

### 1. Understand the impact of transition and significant life events on the health and wellbeing of individuals

- Transitions and significant life events: health and illness transitions, environmental transitions, life phase transitions (e.g. moving from child to adult services, moving into or out of residential care), death/bereavement, breakdown of relationship/ friendship, separation from family/partner/friends, retirement, chronic or terminal illness diagnosis, development of physical or mental impairment, relocation, new family situation e.g. stepfamilies, new baby.
- Factors affecting responses to transition and significant life events: how events/impact are affected by different factors and conditions e.g. belonging to a minority group, language differences, geographical location (e.g. isolated from friends and family), economic status, social status, sensory impairment, dementia, communication issues, physical and mental capacity, experience of abuse/neglect, discrimination.
- Impacts: impact on social, emotional and cognitive wellbeing and mental and physical health; impact on stability, psychological and emotional impacts (e.g. grief, depression, anxiety, stress, fear, loss of confidence, loss of independence); social impacts (isolation, withdrawal, separation, apathy); negative responses (e.g. substance misuse, suicide, self-harm).

### 2. Understand theoretical and practical approaches to transitions and significant life events

- Theories and models relating to transition and change: formation of identity and self-concept, attachment theories (e.g. Bowlby, Baumeister, Ainsworth), family and society systems theory, stage theories (e.g. Erikson, Freud), humanistic theory (e.g. Maslow, Rogers), social identity theory (e.g. Tajfel), types of conformity (e.g. Asch, Milgram, Zimbardo), solution-focused practice, William Bridges model of transition, theories of loss and change (e.g. Kubler Ross, Colin Murray Parkes, Strobe and Schutt), appreciative inquiry, person-centred approaches, Van Genep, rites of passage theory, Meleis et al five elements of transition, Kralik et al transition processes.

- Factors contributing to positive transition and change: extrinsic factors (levels of support, resources, positive relationships, inclusion, secure attachments); intrinsic factors (individual resilience, positive coping strategies, aspirations, self-confidence).

### 3. Understand how to lead and manage the support of service users experiencing transitions and significant life events

- Legal, regulatory and organisational requirements: relevant legislation, policy and guidelines (e.g. in UK Care Act 2014, Adult Social Care Outcomes Framework, self-directed support and personal budgets, mental capacity legislation); priorities, funding and resources, referral processes, eligibility criteria, commissioning, internal policies and procedures.
- Supporting individuals: person-centred approaches, effective communication, collaborative working, strengths-based approaches, partnership working (with individual, other professionals, carers, significant others etc.), empowering service-users, identifying and using external support (counselling, self-help groups, psychological and physical health support systems).
- Cultures and frameworks: training and development, effective supervision, recognition of impacts of change, effective communication and information sharing, person-centred practice, personalised care, compassion, safe systems, pathways and procedures, effective planning.

<b>Unit 9 Managing transitions relating to care settings and significant life events - 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>
As this is a specialist unit, there are no specific links though the unit should be underpinned by professional practice, values and attitudes.	
<b>Opportunities for Synoptic Assessment</b>	
Merit and distinction assessment criteria provide opportunities for synoptic assessment within the unit.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Digital skills:</b> Handling and judging the reliability of information; problem-solving (eg online research, presenting data). (LO1, LO2, LO3)</p> <p><b>Problem solving:</b> Analysis of data; defining challenges and issues; determining and assessing solutions; planning and implementing solutions;</p>	<p><b>Using sources of information:</b> Identifying available sources of information; accessing information (LO1, LO2, LO3)</p> <p><b>Reading skills:</b> Identifying different reading materials; reading with a purpose. (LO1, LO2, LO3)</p>

developing contingency plans; assessing effectiveness. (LO1, LO2, LO3)

**Thinking skills:** 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 (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3)

## Suggested Resources

### UK Context

#### Web resources

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

My Home Life – Managing transitions into a care home <https://myhomelife.org.uk/wp-content/uploads/2021/09/MHL-Research-Briefing-1-Managing-Transitions.pdf>

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

National Institute for Health and Care Excellence - Transition from children's to adults' services for young people using health or social care services

<https://www.nice.org.uk/guidance/ng43/resources/transition-from-childrens-to-adults-services-for-young-people-using-health-or-social-care-services-1837451149765>

National Institute for Health and Care Excellence - Building independence through planning for transition <https://www.nice.org.uk/about/nice-communities/social-care/quick-guides/building-independence-through-planning-for-transition>

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

NHS – Moving from children's social care to adult social care <https://www.nhs.uk/conditions/social-care-and-support-guide/caring-for-children-and-young-people/moving-from-childrens-social-care-to-adults-social-care/>

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>

Social Care Institute for Excellence – Transitions of care <https://www.scie.org.uk/integrated-care/research-practice/activities/transitions-care>

Social Care Institute for Excellence – Transitions between children's and adults' services <https://www.scie.org.uk/children/transition>

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

#### Texts

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

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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

#### Web resources

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

## **General**

### Texts

Petch, A. (2009) Managing transitions: Support for individuals at Key Points of Change. Portland: Policy Press.

<b>Unit 10 Leading financial management in health and social care</b>			
<b>Unit aims</b>	This unit aims to develop the skills in financial management required by leaders in health and social care. Learners will consider financial systems used in health and social care and the information used in decision-making. They will consider how commissioning is carried out within their chosen national context and consider how financial viability can be assessed and enhanced by undertaking ratio analysis and investment appraisal.		
<b>Unit level</b>	5		
<b>Unit code</b>	Y/650/9485		
<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 base their analysis of funding and commissioning within a specific national context. They will need to be able to access the financial statements of a health or social care organisation to carry out analysis.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand the financial management of health and social care	1.1 Assess the importance of financial management in health and social care 1.2 Analyse financial management systems used in health and social care 1.3 Analyse sources of funding in health and social care within a national context		<b>LO1, LO2, LO3</b>  1D1 Assess potential for further funding for organisations in health and social care
2. Understand commissioning processes in health and social care	2.1 Explain commissioning policy and processes for health and social care		<b>LO1, LO2, LO4</b>  2D1 Evaluate the use and limitations of clinical and financial

	<p>services within national context</p> <p>2.2 Assess how population data supports commissioning decisions</p>		<p>data in the commissioning process</p>
<p>3. Understand how to improve financial viability of health and social care organisations</p>	<p>3.1 Assess the use of ratios in analysing the financial statements of health and social care organisations operating in the private sector</p> <p>3.2 Analyse ways to improve financial viability of health and social care organisations operating in the private and public sectors</p>	<p><b>LO1, LO2, LO3, LO4</b></p> <p>3M1 Recommend ways to improve financial viability of an organisation based on the analysis of their financial statements</p>	
<p>4. Understand how financial information informs decision-making in health and social care</p>	<p>4.1 Explain the different investment appraisal techniques used to support capital expenditure decisions</p> <p>4.2 Make a justified recommendation on capital expenditure in a given situation</p> <p>4.3 Assess techniques for the effective management of operational expenditure in health and social care</p>	<p>4M1 Assess the use of investment appraisal techniques to support capital expenditure decisions</p>	

## Indicative Content

### 1. Understand the financial management of health and social care

- Importance: purpose and use relating to resource allocation, budgeting and planning, cost control, investment in quality, compliance and accountability, sustainability, strategic decision-making, funding, generating revenue/income, financial risk management.
- Financial management systems: accounting systems/software (recording, invoicing, payroll etc.), resource planning systems, billing and revenue management, budgeting and financial planning, data analytics, reporting, electronic payment, expense management, grant management, in UK NHS E-financials system.
- Funding: long and short-term funding needs and funding sources, taxation/government funding, local authority, commissioning groups, prescription and dental charges, private medical work, private social care, charitable donations, grants (government, local government, charity), government contracts, opportunities for additional funding in local context.

### 2. Understand commissioning processes in health and social care

- Commissioning (strategic purchasing): how services are commissioned within local health and social care framework (e.g. in UK regional clinical commissioning groups, health and wellbeing boards, NHS, local authorities etc.); roles and responsibilities in the process; meeting needs of population; how decisions on commissioning are prioritised and made; commissioning policy and context; meeting public health and local needs; contracting processes.
- Data supporting commissioning decisions: data required, sources of data, identifying needs, allocating resources, service planning, targeted interventions, tackling health inequalities, epidemiological data and use (early detection, tracking disease, managing outbreaks), demand forecasting, evaluation and performance management, resource efficiency, cost-benefit analysis, evidence-based decision making, responsiveness to community and community engagement.
- Use and limitations of data: data accuracy, privacy and confidentiality, data integration (many sources), timeliness (may not provide real-time information), implications of limitations.
- Negotiation and business skills.

### 3. Understand how to improve financial viability of health and social care organisations

- The information contained in a profit and loss account (Income Statement) and a balance sheet (Statement of Financial Position).
- Ratio analysis: purpose, profitability, liquidity, efficiency, capital, investor ratios; using ratios, calculation and interpretation;; limitations of ratio analysis.
- Improving financial viability: cost cutting, increasing revenue, diverse revenue streams, improve efficiency, improve resources allocation, partnership/multi-agency collaborations, automation of processes (e.g. triangulation used in GP services, NHS 111 advice line etc.), self-management of care.
- Recommending improvements to organisational practices based on the outcome of ratio analysis.
- The use of benchmarking and sector best practice in promoting improvements in organisational performance.

#### 4. Understand how financial information informs decision-making in health and social care

- Operational management decisions: cashflow forecasts, budgetary control systems, (budget setting, monitoring and control including variance analysis), managing cash flow, cost control, costing techniques (absorption, marginal, benchmarking), performance management.
- Investment appraisal techniques: payback, discounted cash flows, Net Present Worth, accounting rate of return, internal rate of return, how to use techniques, strengths and limitations, making recommendations.

Unit 10 Leading financial management in health and social care - Supporting Information	
<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.	
Learning Outcome	Teaching and learning links to other unit LO/AC
LO1 Understand the financial management of health and social care	Unit 11 Operational planning in health and social care, LO1 Understand the planning of day-to-day operations in a health or social care organisation
LO4 Understand how financial information informs decision-making in health and social care	
<b>Opportunities for Synoptic Assessment</b>	
Merit and distinction assessment criteria provide opportunities for synoptic assessment within the unit.	

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; planning and implementing solutions; developing contingency plans; assessing effectiveness. (LO1, LO2, LO3, LO4)</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, organise and share data appropriately. (LO1, LO2, LO3, LO4)</p>	<p><b>Using sources of information:</b> Identifying available sources of information; accessing information. (LO1, LO2, LO3, LO4)</p> <p><b>Reading skills:</b> Identifying different reading materials; reading with a purpose. (LO1, LO2, LO3, LO4)</p> <p><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 (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3, LO4)</p>

## Suggested Resources

### UK Context

#### 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>

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

#### Texts

Atrill, P. and McLaney, E.J. (2022) Accounting and finance for non-specialists. Harlow: Pearson.

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.

### Global Context

#### Web resources

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

<b>Unit 11 Operational planning in health and social care</b>			
<b>Unit aims</b>	This unit aims to develop knowledge and awareness of operational planning within a health and social care organisation. Learners will explore the systems, processes and policies in place in organisations and the technology used. They will consider how organisational structure and culture impacts on day-to-day operations and consider the importance and purpose of contingency planning.		
<b>Unit level</b>	5		
<b>Unit code</b>	A/650/9486		
<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 type of organisation in health or social care on which to base their assessment.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand the planning of day-to-day operations in a health or social care organisation	1.1 Analyse key components in business planning 1.2 Discuss a range of operational business planning techniques		<b>LO1, LO3</b>  1D1 Assess the links between organisational planning and organisational strategy for a chosen care setting
2. Understand the systems and processes supporting planning in a health or social care organisation	2.1 Analyse the systems and processes supporting planning 2.2 Discuss the use of technology in operational planning and management 2.3 Assess how management reporting is used in the delivery and monitoring of	<b>LO1, LO2</b>  2M1 Evaluate the use of technology in operational planning and management	

	operational business plans		
3. Understand the importance of organisational structure and culture in health and social care organisations	3.1 Discuss a range of organisational structures and cultures 3.2 Evaluate the impact of organisational structure and culture in organisations		3D1 Assess the suitability of different organisational structures and cultures for a chosen care setting
4. Understand the importance of business contingency planning in health and social care organisations	4.1 Analyse the importance and purpose of contingency planning in health and social care organisations	<b>LO1, LO2</b>  4M1 Assess the implications of failing to make contingency plans in health and social care	

## Indicative Content

### 1. Understand the planning of day-to-day operations in a health or social care organisation

- Differences between strategic, tactical and operational plans; organisational values; mission and vision; links between organisational planning and strategy; purpose of operational business planning; components of plans (setting objectives, setting targets, KPIs, timescales, reporting mechanisms, quality standards etc.) resources required, forecasts, accountabilities, tasks, policies, process and procedures affecting plans.
- Techniques e.g. RACI, Risk maps, PESTLE, SWOT analysis, monitoring performance against objectives.

### 2. Understand the systems and processes supporting planning in a health or social care organisation

- Systems and processes for strategic planning, budgeting and financial planning, quality, care planning and recording, communications, human resource management, inventory and supply chain management, data management, stakeholder engagement, performance evaluation.
- Use of technology: types of technology e.g. management information systems, how technology impacts planning and management (e.g. improvements to data management, quality, efficiency, productivity, data security).
- Reports: different types of reports (e.g. management of resources, targets, monitoring performance etc.), frequency and timing of reports, purpose and use within the business. Key features of reports.

### 3. Understand the importance of organisational structure and culture in health and social care organisations

- Organisational structures: functional, divisional, matrix, flat, hierarchical, team-based, network, hybrid; description, advantages and disadvantages of each.
- Organisational cultures: theories and models of culture e.g. Handy, competing values framework; factors contributing to culture (e.g. Schein's three levels).
- Impact of structure and culture: alignment with values, implications of structure, cultural values and norms, practices etc.; clashes between structure and culture and work practices; how organisational structure can support or clash with organisational change, importance of equality, diversity and inclusion.
- Suitability of different cultures and structures, e.g. supporting change, supporting improvement.

### 4. Understand the importance of business contingency planning in health and social care organisations

- Importance of contingency planning: mitigating risk, maintaining service continuity, minimising disruption, regulatory compliance.
- Purpose: risk identification, resource allocation in emergency scenarios, response strategies, communication plans, testing and training, recovery and restoration, service user safety, continuity, communication, support.
- Types of contingencies: medical emergencies, natural disasters, pandemics and epidemics, supply chain disruptions, technological failures, staff shortages, terrorism, legal issues, loss of funding, ethical issues, data breaches, health and safety issues, public health emergencies.
- Implications of failing to plan for contingencies to organisation, professionals, service users, general public.

Unit 11 Operational planning in health and social care - Supporting Information	
<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.	
Learning Outcome	Teaching and learning links to other unit LO/AC
LO1 Understand the planning of day-to-day operations in a health or social care organisation	Unit 10 Leading financial management in health and social care, LO1 Understand the financial management of health and social care LO4 Understand how financial information informs decision making in health and social care
LO2 Understand the systems and processes supporting planning in a health or social care organisation	Unit 5 Digital skills for leaders in health and social care, LO1 Understand digital technologies in health and social care
<b>Opportunities for Synoptic Assessment</b>	
Merit and distinction assessment criteria provide opportunities for synoptic assessment within the Unit.	

Opportunities for Skills Development within this Unit	
Employability Skills	Study Skills
<p><b>Leadership:</b> Planning; having vision and being creative. (LO1, LO3, LO4)</p> <p><b>Problem solving:</b> Analysis of data; defining challenges and issues; determining and assessing solutions; planning and implementing solutions; developing contingency plans; assessing effectiveness. (LO1, LO2, LO3, LO4)</p> <p><b>Digital skills:</b> 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> Identifying available sources of information; accessing information. (LO1, LO2, LO3, LO4)</p> <p><b>Reading skills:</b> Identifying different reading materials; reading with a purpose. (LO1, LO2, LO3, LO4)</p> <p><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 (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3, LO4)</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 Confederation - 2023/24 NHS priorities and operational planning guidance: what you need to know <a href="https://www.nhsconfed.org/publications/202324-nhs-priorities-and-operational-planning-guidance">https://www.nhsconfed.org/publications/202324-nhs-priorities-and-operational-planning-guidance</a></p> <p>NHS England <a href="https://www.england.nhs.uk">https://www.england.nhs.uk</a></p> <p>NHS England - NHS operational planning and contracting guidance <a href="https://www.england.nhs.uk/operational-planning-and-contracting/">https://www.england.nhs.uk/operational-planning-and-contracting/</a></p> <p>NHS England – 2023/2024 priorities and operational planning guide <a href="https://www.england.nhs.uk/wp-content/uploads/2022/12/PRN00021-23-24-priorities-and-operational-planning-guidance-v1.1.pdf">https://www.england.nhs.uk/wp-content/uploads/2022/12/PRN00021-23-24-priorities-and-operational-planning-guidance-v1.1.pdf</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 Care – Operational workforce planning <a href="https://www.skillsforcare.org.uk/Support-for-leaders-and-managers/Workforce-commissioning-planning/Operational-workforce-planning.aspx">https://www.skillsforcare.org.uk/Support-for-leaders-and-managers/Workforce-commissioning-planning/Operational-workforce-planning.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><u>Texts</u></p> <p>Tilmouth, T. (2023) The City &amp; Guilds Textbook Level 5 Diploma in Leadership and Management for Adult Care: Second Edition</p> <p>Tilmouth, T. and Quallington, J. (2016) Level 5 Diploma in Leadership for Health and Social Care 2nd Edition</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.

### **Global Context**

#### Web resources

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

<b>Unit 12 Recruitment and retention of staff in health and social care</b>			
<b>Unit aims</b>	This unit aims to develop knowledge and understanding of recruiting and retaining staff in health and social care organisations. Learners will consider the legal, regulatory and economic context of recruitment as well as industry and organisational factors affecting how organisations can attract and retain staff. They will learn about the processes involved in recruiting, selecting and engaging staff and how staff can be encouraged to remain with the organisation		
<b>Unit level</b>	5		
<b>Unit code</b>	D/650/9487		
<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>Legislation, regulatory, economic and industry factors should be explored within the learner's chosen national context.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand the factors affecting recruitment and selection in health and social care	1.1 Assess the impact of legislative and regulatory requirements on recruitment and selection in health and social care 1.2 Assess the impact of economic and industry factors on the recruitment of staff in health and social care	1M1 Analyse how staff requirements are identified in health and social care	
2. Understand the recruitment and selection processes	2.1 Analyse recruitment and selection	<b>LO1, LO2</b>  2M1 Create a job description and	<b>LO1, LO2</b>

in health and social care	processes in health and social care 2.2 Assess ways to attract applicants to health and social care organisations	associated person specification for a specified job role	2D1 Recommend selection criteria for a specified job role
3. Understand how to support the retention of staff in health and social care	3.1 Assess the importance of retaining staff in health and social care 3.2 Assess factors affecting retention of staff in health and social care 3.3 Analyse ways to retain staff in health and social care		<b>LO1, LO2, LO3</b>  3D1 Recommend ways to overcome specified issues facing health and social care with regard to recruitment and retention

## Indicative Content

### 1. Understand the factors affecting recruitment and selection in health and social care

- Legislation and regulation: equality legislation, safety checks (in UK DBS checks), employment legislation, rules on employing immigrants, working hours legislation, contracts of employment, working conditions, advertising jobs, different models of recruitment (permanent, temporary etc).
- Economic, industry and organisational factors: historical context of health and social care giving rise to current situation with regards to recruitment (e.g. move from family to state responsibility, tension between family and state responsibilities), skills shortages, levels of pay, cost of living, perceptions of industry, competition for staff, organisational requirements, policies and procedures, professional standards and requirements, codes of conduct, serious case reviews and impact on recruitment and selection, funding issues.
- Identifying requirements: organisational plans, future needs, current staffing levels, experience and qualifications of existing staff, succession planning, internal vs external recruitment.

### 2. Understand the recruitment and selection processes in health and social care

- Processes: job descriptions, person specifications, advertising, application forms, CVs, references, interviews and interview questions, criteria for selection, conducting interviews, shortlisting, reviewing applications and CVs, selecting against criteria, selection tests, recording interviews, analysing information, selecting the right staff, making job offers, obtaining references, DBS checks, finalising arrangements, contracts, negotiating contracts, issuing contracts.

- Attracting applicants: partnering with jobcentres, working with local education providers, organisation branding and image, using online recruitment, investing in staff, talent management, offering training and development and clear career pathways.

### 3. Understand how to support the retention of staff in health and social care

- Importance of retaining staff: consistency of care, continuity of care, quality of care, organisational knowledge, experience, staff morale, cost, efficiency, enhanced reputation, relationship building, succession planning, reducing risks, retaining experience.
- Factors affecting retention e.g. levels of pay, transferable skills, work conditions etc.
- Retaining staff: foster talent, increase skills, support staff, professional development programmes, competitive remuneration, mentorship and coaching, supervision, positive work cultures, equality and diversity, fair and consistent policies, exit interviews to gather information, clear career pathways, recognition of contributions, rewarding staff, good communications, health and wellbeing support, engagement in decision-making.
- Ways to overcome specified issues e.g. skills shortages, low pay, working hours etc.

#### Unit 12 Recruitment and retention of staff 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

LO3 Understand how to support the retention of staff in health and social care

Unit 4 Professional development and performance management in health and social care, LO1 Understand how to lead and manage professional development in health and social care

##### Opportunities for Synoptic Assessment

Merit and distinction assessment criteria provide opportunities for synoptic assessment within the unit.

#### Opportunities for Skills Development within this Unit

##### Employability Skills

##### Study Skills

**Problem solving:** Analysis of data; defining challenges and issues; determining and assessing solutions; planning and implementing solutions; developing contingency plans; assessing effectiveness. (LO1, LO2, LO3)

**Using sources of information:** Identifying available sources of information; accessing information. (LO1, LO2, LO3)

**Reading skills:** Identifying different reading materials; reading with a purpose. (LO1, LO2, LO3)

**Digital skills:** Handling and judging the reliability of information; problem-solving (eg online research, presenting data). (LO1, LO2, LO3)

**Thinking skills:** 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 (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3)

## Suggested Resources

### UK Context

#### Web resources

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

Health and Social Care Committee (2022) Workforce: Recruitment, training and retention in health and Social Care. Available at:

<https://committees.parliament.uk/publications/23246/documents/171671/default/>

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>

<https://www.scie-socialcareonline.org.uk/finders-keepers-the-adult-social-care-sector-recruitment-and-retention-toolkit/r/a11G00000017u89IAA>

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

#### 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

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### Global Context

#### Web resources

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

### General

#### Texts

Picardi, C.A. (2020) Recruitment and selection: Strategies for Workplace Planning and Assessment. Thousand Oaks, CA: SAGE.

Pynes, J. and Lombardi, D.N. (2011) Human Resources Management for Health Care Organizations: A strategic approach. San Francisco: Jossey-Bass.

Taylor, S. (2022) Resourcing and talent management: The theory and practice of recruiting and developing a workforce. London: Kogan Page Limited.

<b>Unit 13 Risk management in health and social care</b>			
<b>Unit aims</b>	This unit aims to develop knowledge and understanding of how to manage risk in health and social care. Learners will find out about how to develop a positive risk culture within the organisation and develop the systems and processes to manage risk.		
<b>Unit level</b>	5		
<b>Unit code</b>	F/650/9488		
<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 choose a national context in relation to regulatory frameworks and a specific health or social care setting in which to explore risk management.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand risk management in health and social care	1.1 Analyse areas of risk in health and social care 1.2 Evaluate the importance of risk assessment in health and social care 1.3 Discuss the legal and ethical considerations associated with managing risk in health and social care		
2. Understand how to develop a culture that supports risk management in health and social care	2.1 Analyse the elements of a culture that supports risk management in health and social care organisations	<b>LO1, LO2</b>  2M1 Assess the significance of a positive risk culture in improving service user outcomes	
3. Understand the systems and processes required for risk management in health and social care	3.1 Explain stages in the risk management process 3.2 Assess ways to achieve continuous improvement in risk management	<b>LO1, LO2, LO3</b>  3M1 Determine accountability and governance for overseeing risk management processes	<b>LO1, LO2, LO3</b>  3D1 Assess ways of evaluating risk in health and social care

4. Understand responses to critical situations in health and social care	4.1 Analyse processes and plans for responding to critical incidents in health and social care		4D1 Recommend a suitable planned response to a specific critical incident in health and social care

## Indicative Content

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

- Areas of risk: clinical and medical risk, service user safety, infection control, medication management, health and safety, older and vulnerable adults, mental health and behavioural, legal and ethical, record-keeping, social risks (isolation, substance abuse, homelessness), communication, cultural and diversity.
- Importance re: service user safety, quality of care, legal and ethical responsibilities, compliance, informed decision-making, best resource allocation, prevention of harm, economic efficiency, public confidence, reputation.
- Legal considerations: duty of care, duty of candour, informed consent, confidentiality, data protection, mental capacity, child protection and compliance.
- Ethical considerations: beneficence, non-maleficence, autonomy, honesty and openness, justice, privacy and dignity, conflicts of interest, cultural competence and shared decision-making.

### 2. Understand how to develop a culture that supports risk management in health and social care

- Elements supporting risk management culture: leadership commitment, clear mission and values, education and training, open and honest communication, person-centred approach, continuous improvement, accountability and responsibility, crisis preparedness and response, feedback mechanisms, multidisciplinary working, recognition and celebration of effort and success, cultural consideration, reflection, professional development, transparency, reporting, compliance.
- Significance: enhanced safety, person-centred care, empowerment and autonomy, improved quality of care, prevention of neglect, continuous improvement, trust, reduced costs, accountability, reputation, public confidence, staff satisfaction.

### 3. Understand the systems and processes required for risk management in health and social care

- Stages in process: risk identification, risk assessment, risk analysis, risk evaluation, risk mitigation, risk monitoring and control, reporting and communicating, documenting, review and improvement.
- Ways to achieve continuous improvement: establish culture of continuous improvement, regular reviews and updates of policies and processes, analysis of incidents and near misses, collecting and analysing data, benchmarking, best practice, feedback, continuous monitoring, risk audits,

leadership involvement, reporting to stakeholders, use of technology, staff engagement, external collaboration, achieving quality standards.

- Accountability and governance: Leadership accountability (board of directors/governing body, chief executive, senior leadership team); risk management committee, risk manager or officer, staff accountability, service user involvement, external oversight and regulation, accountability frameworks, legislation, policies and procedures.
- Evaluating risk: risk assessment tools, clinical judgement, observation, service user interviews, family and caregiver input, interdisciplinary working, medical records reviews, incident reporting procedures, root cause analysis, surveys and questionnaires, environmental assessments, compliance audits, and consulting experts.

#### 4. Understand responses to critical situations in health and social care

- Types of incidents: medical emergencies, service user safety incidents, natural disasters, public health emergencies, security incidents, environmental hazards, structural failures, transport accidents, equipment failure, service user behaviour, staff shortages, unexpected deaths, communication breakdown, mental health crises, food safety incidents, abuse and neglect, medication-related emergencies, infection outbreaks.
- Planning: assessment, emergency response teams, emergency response plans, communication plans, training and drills, resource assessment, crisis counselling and support.
- Responses: activating emergency response teams, ensuring service user safety, communicating information, deploying resources, documenting, public relations, coordination with external agencies, continuous assessment and adaptation, crisis debriefing, support service users and staff, legal and ethical considerations, learning lessons.

<b>Unit 13 Risk 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>
LO3 Understand the systems and processes required for risk management in health and social care	Unit 6 Leading and managing different adult social care service models, LO4 Understand the safeguarding requirements of the chosen adult social care service
<b>Opportunities for Synoptic Assessment</b>	
Merit and distinction assessment criteria provide opportunities for synoptic assessment within the unit.	
Risk management underpins delivery of care, and examples and contexts from other units may also contribute relevant evidence for assessment.	
<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>

**Digital skills:** Handling and judging the reliability of information; problem-solving (eg online research, presenting data). (LO1, LO2, LO3, LO4)

**Problem solving:** Analysis of data; defining challenges and issues; determining and assessing solutions; planning and implementing solutions; developing contingency plans; assessing effectiveness. (LO1, LO2, LO3, LO4)

**Using sources of information:** Identifying available sources of information; accessing information. (LO1, LO2, LO3, LO4)

**Reading skills:** Identifying different reading materials; reading with a purpose. (LO1, LO2, LO3, LO4)

**Thinking skills:** 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 (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3, LO4)

## Suggested Resources

### UK Context

#### Web resources

Access – Risk assessment in health and social care <https://www.theaccessgroup.com/en-gb/blog/hsc-risk-assessment-in-health-and-social-care/>

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

Care Quality Commission Managing Risks <https://www.cqc.org.uk/guidance-providers/adult-social-care/managing-risks-good>

Health and Safety Executive (HSE) – Sensible risk assessment in care settings <https://www.hse.gov.uk/healthservices/sensible-risk-assessment-care-settings.htm>

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

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

National Library of Medicine - Risk management in the NHS: governance, finance and clinical risk <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4953411/>

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

Skills for Care – Managing Risk <https://www.skillsforcare.org.uk/Support-for-leaders-and-managers/Good-and-outstanding-care/inspect/Topic-examples.aspx?kloe=safe&topic=managing-risk&services=>

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>

#### 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.

### Global Context

#### Web resources

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

## **General**

### Web resources

HCI - Why is Risk Management in healthcare important? <https://hci.care/why-is-risk-management-so-important/>

### Texts

SALT, T. (2023) Reducing risk in health and Social Care: Towards outstanding teams and Services. S.I.: PAVILION PUBLISHING.

<b>Unit 14 Project management in health and social care</b>			
<b>Unit aims</b>	This unit aims to develop an understanding of project management techniques that can be used to manage projects in health and social care. Learners will demonstrate their ability to manage a project through planning, implementation and review stages.		
<b>Unit level</b>	5		
<b>Unit code</b>	H/650/9489		
<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 suitable project in health and social care.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand how projects are managed to achieve organisational goals in health and social care	1.1 Analyse how projects can support the achievement of organisational goals 1.2 Analyse processes for initiating, planning and managing projects 1.3 Assess factors that impact effective project management	<b>LO1, LO2, LO3</b>  1M1 Assess the use of problem-solving and decision-making techniques in project management	<b>LO1, LO2, LO3</b>  1D1 Analyse ways to identify and manage project risks
2. Can plan a management or research project in health and social care	2.1 Develop aims, scope and objectives for a health and social care project 2.2 Determine approaches and methods to be used 2.3 Analyse factors to be considered in planning a project including involvement of stakeholders		
3. Can carry out a management or research project in	3.1 Collect and collate information required for the project	<b>LO1, LO2, LO3</b>	<b>LO1, LO2, LO3</b>

health and social care	3.2 Analyse and interpret research findings using suitable tools and techniques 3.3 Make recommendations and draw conclusions 3.4 Assess how well the project was managed	3M1 Assess options to improve the management of the project	3D1 Evaluate the success of the project in meeting project goals
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## Indicative Content

### 1. Understand how projects are managed to achieve organisational goals in health and social care

- Supporting goals: delivering organisational strategy, day-to-day work, gaining competitive advantage, supporting decision-making, enabling change, innovation.
- Initiation, planning and managing considerations: documenting, defining purpose and objectives, identifying key performance indicators/success criteria, scope, deliverables, constraints, quality management, assumptions, developing proposal, resource requirements (people, finance, time, equipment etc), cost benefit analysis, risk analysis, team roles, stakeholders, communications, technology use, legal and ethical, organisational requirements etc.
- Tools and techniques for planning and management: Gantt charts, milestones, project plans, critical path analysis, work breakdown structure, project methodologies (e.g. PRINCE2), building consensus, agreeing shared goals, communications plans/approaches, clarifying roles and responsibilities, monitoring methods (time, quality, costs), issues logs, risk reviews, communication tools and methods, post-implementation reviews etc.
- Factors affecting project management: good data management, clear objectives and scope, stakeholder engagement, thorough planning, resource allocation, management of risk, good communication, change management, project team skills, project leadership, project culture, technology and tools changes in scope, quality control, compliance, conflict resolution.
- Use of problem-solving and decision-making techniques: root cause analysis, Fishbone analysis (Ishikawa), Plan DO Check Act cycle (Deming), Pareto Principle, Cost Benefit Analysis, Return on Investment, options appraisal, OODA Loop (Boyd), Plus Minus Interesting (De Bono), Ladder of Inference (Senge).
- Risks: identifying risks (brainstorming, checklists, expert judgement, documentation review) assessment (probability and impact matrix, qualitative analysis quantitative analysis), risk mitigation (avoidance, transfer, reduction, contingency planning, diversification), monitoring and control (regular monitoring of e.g. costs, variance/trend analysis), documentation (risk register).

### 2. Plan a management or research project in health and social care

- Developing aims, scope and objectives: SMART objectives, overall aims, rationale, identifying what is in and out of scope, writing a proposal, writing research questions/hypotheses, specifying deliverables.

- Approaches and methods: inductive, deductive, quantitative, qualitative, primary, secondary, literature reviews, research methods (questionnaires, surveys, interviews, focus groups, observation, experiments, using existing data).
- Factors: schedule, milestones, deliverables, resources, confidentiality, ethics, project planning tools, stakeholder roles (influence of stakeholders, involvement in decision-making, limits of involvement, agreeing shared goals), RAEW (Responsibility, Authority, Expertise, Work), RACI (Responsible, Accountable, Consulted, Informed – Crane).

### 3. Carry out a management or research project in health and social care

- Collecting/collating information: sufficient, current, authentic, reliable, valid data; information including theories, concepts, assumptions, legislation, policy, standards, market trends, sector knowledge, comparing organisations; primary, secondary, qualitative and quantitative data.
- Tools and techniques: software, statistical analysis, triangulation, framework analysis, cost benefit analysis, options appraisal, KPIs, grid analysis, expectancy theory (Vroom), Rational Decision Making, OODA Loops etc.
- Recommendations and conclusions: results of analysis, limitations of research, implications, key themes; actions to be taken, priorities.
- Areas for improvement: issues identified in implementation and management, for example, cost, timing, resources, staffing, meeting goals.
- Evaluation: criteria for evaluation e.g. KPIs, objectives and goals; performance information; assessing whether goals have been met.

<b>Unit 14 Project 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>
LO2 Plan a management or research project in health and social care	Unit 3 Improvement and Innovation in health and social care, LO2 understand quality management and improvement in health and social care
There may be links with other units depending on the topic chosen by the learners as their project.	
<b>Opportunities for Synoptic Assessment</b>	
Merit and distinction assessment criteria provide opportunities for synoptic assessment within the unit.	
The unit is also a potentially synoptic unit in that it could be used by learners to follow up content, issues and themes developed in other units.	
<b>Opportunities for Skills Development within this unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>

<p><b>Working independently:</b> Using your own initiative; time management, eg planning, setting targets, meeting deadlines, working under pressure; self-organisation; maintaining motivation/focus; managing tasks/people; prioritising; delegating; 'seeing a job through' to its completion; resilience; self-reflection, review and self-improvement; adapting to change; willingness to learn. (LO2, LO3)</p> <p><b>Digital skills:</b> Handling and judging the reliability of information; problem-solving (eg online research, presenting data). (LO1, LO2, LO3)</p> <p><b>Problem solving:</b> Analysis of data; defining challenges and issues; determining and assessing solutions; planning and implementing solutions; developing contingency plans; assessing effectiveness. (LO1, LO2, LO3)</p>	<p><b>Using sources of information:</b> Identifying available sources of information; accessing information. (LO1, LO2, LO3)</p> <p><b>Reading skills:</b> Identifying different reading materials; reading with a purpose. (LO1, LO2, LO3)</p> <p><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 (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3)</p>
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<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>  NHS England - Project management – an overview <a href="https://www.england.nhs.uk/wp-content/uploads/2022/02/qsir-project-management-an-overview.pdf">https://www.england.nhs.uk/wp-content/uploads/2022/02/qsir-project-management-an-overview.pdf</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>  Martin, V. (2012) Managing projects in health and Social Care. Hoboken: Taylor and Francis.  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.</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>

## **General**

### Web resources

Mind Tools – project management resources <https://www.mindtools.com/ct91phy/project-management>

### Texts

Spolander, G. and Martin, L. (2012) Successful project management in Social Work and social care: Managing resources, assessing risks and measuring outcomes. London: Jessica Kingsley.

<b>Unit 15 Policy, ethics and legislation in health and social care</b>			
<b>Unit aims</b>	This unit aims to develop knowledge and understanding of the development and impact of policy, ethics and legislation in health and social care. The unit will look at why they are important, how they meet public need and the politics of health and social care.		
<b>Unit level</b>	5		
<b>Unit code</b>	L/650/9490		
<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 and a specific area or sector of health and social care in which to examine the development and application of policy, ethics and legislation.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand the development of policy, ethics and legislation in health and social care in a chosen context	1.1 Analyse the roles of government agencies, advocacy groups and health and social care organisations in the development of policy, ethics and legislation 1.2 Analyse the processes involved in the development of policy, ethical codes and legislation for health and social care 1.3 Discuss key ethical theories and principles relating to health and social care	<b>LO1, LO2, LO3</b>  1M1 Assess the importance of international and global perspectives in the development of policy, ethics and legislation	

<p>2. Understand factors affecting health and social care policy, ethics and legislation in a chosen context</p>	<p>2.1 Analyse the political, economic and demographic factors affecting policy, ethics and legislation</p> <p>2.2 Analyse the key determinants of health</p> <p>2.3 Discuss ethical, social and cultural concerns that may influence policy, ethics and legislation</p> <p>2.4 Assess how public opinion and the media may influence policy, ethics and legislation</p>		<p><b>LO2, LO3</b></p> <p>2D1 Assess the extent of inequalities in health and social care</p>
<p>3. Understand the statutory and ethical frameworks relating to health and social care in a chosen context</p>	<p>3.1 Determine the aims and objectives of health and social care policy and legislation</p> <p>3.2 Analyse key policies, ethical codes and legal frameworks</p>	<p><b>LO2, LO3</b></p> <p>3M1 Assess the impact of major policies, ethical codes or legal frameworks on health and social care in chosen context</p>	<p><b>LO2, LO3</b></p> <p>3D1 Evaluate how successfully policies, codes of ethics and legal frameworks meet public need in chosen context</p>

## Indicative Content

### 1. Understand the development of policy, ethics and legislation in health and social care in a chosen context

- Roles: Government departments, legislature, civil service, national and local government, regulatory bodies; advocacy groups e.g. pressure groups, charities, professional bodies; health and social care organisations e.g. hospitals, GPs, healthcare trusts, care homes, nursing homes, schools, children's homes etc.
- Processes: setting the agenda/identification of issues; policy formulation – research, analysis and drafting; consultation and stakeholder involvement; policy review; drafting legislation;

approval of legislation; implementation including funding issues; monitoring and evaluation; ethical committees and oversight; public awareness and education.

- Ethical theories and principles: autonomy, beneficence, non-maleficence, justice, honesty and openness (duty of candour), duty of care, confidentiality, respect for dignity, informed consent, best interests, ethical decision-making.
- International and global perspectives: international agreements, global health initiatives, World Health Organization, United Nations, world health issues (e.g. pandemic), ethical research practices in other countries, health workforce migration, human rights and health, humanitarian support, health tourism, cross-border licensing and certification.

## **2. Understand factors affecting health and social care policy, ethics and legislation in a chosen context**

- Political, economic and demographic factors: political - government priorities, political leadership, international relations, lobbying and public opinion; economic – budget constraints, healthcare costs, public/private balance, resource allocation, financing models; demographic – ageing population, health disparities, urbanisation, population growth, cultural diversity, migrant and refugee populations, changes in population demographic.
- Determinants of health: Dahlgren and Whitehead individual, social and community, socio-economic, cultural and environmental determinants; socioeconomic status, social support, community, employment, working conditions, early life experience, physical environment, built environment, climate and climate change, behavioural factors, biological factors (genetics, age and sex), access to healthcare, quality of care, cultural and social norms, global determinants.
- Ethical, social and cultural concerns: ethical – end-of-life, reproductive rights, informed consent, research ethics, vulnerable populations; social – access to care, inequalities, patient-centred care, community health; cultural – values and beliefs, language barriers, traditional medicine, religious practices, stigma and discrimination.
- Public opinion and media: public awareness and engagement, advocacy and public pressure, public support, ethical debate, agenda setting by media, media exposure of issues/ethical dilemmas, publication of service user stories, response of policymakers and legislature, pressure for more transparency/oversight/accountability.
- Inequalities could include: socioeconomic, racial and ethnic, gender, age-related, geographic, disability and health, mental health, access to social care, health literacy and access to information, environmental and social determinants, cultural/language barriers.

## **3. Understand the statutory and ethical frameworks relating to health and social care in a chosen context**

- Aims and objectives: reduce mortality and morbidity, improve health outcomes, health literacy, better service user experience, best resource allocation, monitor services, evaluate services, promote research, respond to public health issues and emergencies, reduce inequalities, ensure ethical and legal compliance, regulation of services.
- Key policies, legislative and regulatory frameworks and codes of ethics in chosen context relating to health and social care.
- Meeting public need

**Unit 15 Policy, ethics and legislation 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
LO1 Understand the development of policy, ethics and legislation in health and social care in a chosen context	Unit 1 Leading and managing health and social care, LO1 Understand the regulatory environment for health and social care
LO2 Understand factors affecting health and social care policy, ethics and legislation in a chosen context	
LO3 Understand the statutory and ethical frameworks relating to health and social care in a chosen context	

**Opportunities for Synoptic Assessment**

Merit and distinction assessment criteria provide opportunities for synoptic assessment within the unit.

**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; planning and implementing solutions; developing contingency plans; assessing effectiveness. (LO1, LO2, LO3)</p> <p><b>Digital skills:</b> Handling and judging the reliability of information; problem-solving (eg online research, presenting data). (LO1, LO2, LO3)</p>	<p><b>Using sources of information:</b> Identifying available sources of information; accessing information. (LO1, LO2, LO3)</p> <p><b>Reading skills:</b> Identifying different reading materials; reading with a purpose. (LO1, LO2, LO3)</p> <p><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 (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3)</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 Care - Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England <https://www.skillsforcare.org.uk/resources/documents/Support-for-leaders-and-managers/Managing-people/Code-of-conduct/Code-of-Conduct.pdf>

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>

#### 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.

### Global Context

#### Web resources

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

World Health Organization – Ethics and Health <https://www.who.int/westernpacific/health-topics/ethics-and-health>

### General

#### Texts

Glasby, J. (2017) Understanding Health and Social Care. Bristol, UK: Policy Press.

Smith, S. (2018) Human Rights and Social Care: Putting Rights into practice. Edinburgh: Dunedin Academic Press.

<b>Unit 16 The organisation of health and social care</b>			
<b>Unit aims</b>	This unit aims to give learners an understanding of the development and organisation of health and social care in a specific national context. They will learn about the history of health and social care and the factors that have shaped the sector. They will look at political factors that have shaped the sector, funding and the balance between private, voluntary and public sector services.		
<b>Unit level</b>	5		
<b>Unit code</b>	M/650/9491		
<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 on which to base their assignment.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand the historical development of health and social care in chosen national context	1.1 Analyse the historical, social, political and economic context that has influenced the development of health and social care systems and delivery 1.2 Analyse key historical milestones in the historical development of health and social care 1.3 Discuss future directions and challenges for health and social care	<b>LO1, LO2, LO3</b>  1M1 Assess how a historical trend in public health has contributed to an improvement in public health	1D1 Compare the development to international models identifying unique features and common trends
2. Understand the organisation of health and social care sector in chosen national context	2.1 Discuss the health and social care delivery models and their impact on the organisation of services 2.2 Analyse the infrastructure and	<b>LO1, LO2</b>  2M1 Assess the effectiveness of funding and commissioning of health and social care services in	

	resources in the health and social care sector 2.3 Review the role of public health initiatives in the organisation of health and social care	meeting public need	
3. Understand the development and use of health information systems in a chosen national context	3.1 Discuss the development of health information systems 3.2 Assess the impact of health information systems on the organisation and delivery of care		<b>LO1, LO2, LO3</b>  3D1 Evaluate the impact of accessible information on stakeholders in health and social care organisations

## Indicative Content

### 1. Understand the historical development of health and social care in chosen national context

- Historical, social, political and economic context: historical development of responsibilities, roles etc.; social factors such as changing demographics, cultural diversity, social and cultural norms; political context including government policies, regulations, funding and establishment of national healthcare programmes (NHS in UK, Medicare in US); general economy, responsibilities for funding.
- Historical events and milestones, key legislation and initiatives, key people.
- Future directions and challenges: for example, integration of care, digital health, shift to prevention and managing public health, personalised medicine, ageing populations, mental health focus, health equity, climate change, global health challenges, information security, health literacy.
- International models and differences to chosen context.

### 2. Understand the organisation of the health and social care sector in chosen national context

- Delivery models: balance of private, public and voluntary services; funding of healthcare; healthcare commissioning; shift of focus to public health and prevention.
- Infrastructure and resources: healthcare facilities (GPs, hospitals, clinics etc), social care facilities (care homes, assisted living, day care etc.), community health care (primary care access, preventive services, holistic care, chronic disease management, long-term care, cultural competence, care coordination), emergency services, long-term care facilities, laboratory services, voluntary and charitable services, equipment and technology, health information, research, finance and funding, workforce.
- Public health initiatives: disease surveillance, prevention, health promotion, epidemic response, environmental health, research and health informatics, health equity, emergency preparedness.
- How well funding and commissioning meet public needs.

### 3. Understand the development and use of health information systems in a chosen national context

- From paper-based to electronic systems, electronic health records, health information exchange, collection of data on public health, support for more advanced clinical systems, patient access and empowerment, future uses of AI, digital transformation, telehealth and remote care.
- Impact of health information systems: improved care, enhanced decision-making, streamlining, data sharing, digital health, improved efficiency, service user engagement and empowerment, data analytics and public health management, better resource management, reduced costs, better compliance; issues of data management, confidentiality, security.
- Importance of role of stakeholders including service users, families and carers, providers, administrators and managers, government and regulatory bodies, funders and insurance providers, community groups, research institutes, technology providers, ethical review boards.

<b>Unit 16 The organisation of 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>
There are no specific links to other units but the knowledge and understanding within this unit may underpin the context for care that learners choose to explore in other units.	
<b>Opportunities for Synoptic Assessment</b>	
Merit and distinction assessment criteria provide opportunities for synoptic assessment within the unit.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Digital skills:</b> Handling and judging the reliability of information; problem-solving (eg online research, presenting data). (LO1, LO2, LO3)</p> <p><b>Problem solving:</b> Analysis of data; defining challenges and issues; determining and assessing solutions; planning and implementing solutions; developing contingency plans; assessing effectiveness. (LO1, LO2, LO3)</p>	<p><b>Using sources of information:</b> Identifying available sources of information; accessing information. (LO1, LO2, LO3)</p> <p><b>Reading skills:</b> Identifying different reading materials; reading with a purpose. (LO1, LO2, LO3)</p> <p><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 (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3)</p>

## Suggested Resources

### UK Context

#### Web resources

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

Department of Health and Social Care <https://www.gov.uk/government/organisations/department-of-health-and-social-care>

King's College London - The Funding and Organisation of UK Social Care

<https://www.kcl.ac.uk/news/the-funding-and-organisation-of-uk-social-care>

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>

University of Bristol - The Structure of Health and Social Care Services of the UK

<https://davidblockley.blogs.bristol.ac.uk/2022/02/23/184/>

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

#### 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.

### Global Context

#### Web resources

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

<b>Unit 17 Global health issues</b>			
<b>Unit aims</b>	This unit aims to develop an understanding of global health issues and the ethics of global health. Learners will consider the global burden of disease and determinants of health, global outbreaks, emergency responses, and issues relating to health equity. They will consider human rights to health and basic requirements such as food and look at the concept of healthy cities.		
<b>Unit level</b>	5		
<b>Unit code</b>	R/650/9492		
<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 use contextualised examples to support their assignment answers.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand the concept of global health and the major global health issues	1.1 Discuss the concept of global health and its relevance in addressing health disparities and challenges globally 1.2 Analyse current and ongoing major global health issues 1.3 Analyse the impact of globalisation on health	<b>LO1, LO2, LO3</b>  1M1 Assess the role of a key international organisation or partnership in global health	
2. Understand the global burden of disease and factors causing regional variations	2.1 Explain the concept of the global burden of disease and its measurement and components 2.2 Analyse the key causes of the global burden of disease and their regional variations 2.3 Analyse socioeconomic and environmental		

	factors contributing to global health disparities		
3. Understand factors contributing to global outbreaks and emergencies and responsibilities for responding to them	3.1 Analyse factors contributing to the emergence of global outbreaks and emergencies 3.2 Discuss responses to global outbreaks and emergencies		<b>LO1, LO2, LO3</b>  3D1 Evaluate the ethical and equity considerations in resource allocation in global health crises
4. Understand the concept of healthy cities and the benefits and challenges in creating these	4.1 Analyse the concept and benefits of healthy cities 4.2 Analyse the challenges and barriers to creating healthy cities	4M1 Assess current policies and programmes to create healthy cities	4D1 Recommend best practice in creating healthy cities

## Indicative Content

### 1. Understand the concept of global health and the major global health issues

- Concept of global health: health interconnectedness, determinants of health, inequities, global prevention and management of infectious and non-communicable diseases, humanitarian and crisis responses, cross-border health threats, resource allocation and developmental assistance, international collaboration, health diplomacy, sustainability.
- Major health issues: global pandemics (Covid-19), vaccine equity, mental health crisis, rise in non-communicable, lifestyle-related disease, antimicrobial resistance, maternal and child health, access to healthcare, climate change, substance misuse, neglected tropical diseases, vaccine-preventable diseases, water and sanitation, health security, global health inequities, ageing populations.
- Impact of globalisation: positive - better information, global health initiatives, shared innovation and research, access to medicines, international aid, sharing best practice; negative – spread of disease, health inequalities, antimicrobial resistance, unregulated health products, trade agreements affecting health e.g. access to affordable medicines, air and water pollution and other environmental issues, labour migration.
- Role of international organisations and partnerships e.g. World Health Organization, United Nations, Non-Governmental Organisations (NGOs).

### 2. Understand the global burden of disease and factors causing regional variations

- Concept and measurement of mortality, morbidity and disability, summary measures of population health such as disability-adjusted life years (DALYs) and quality-adjusted life years (QALYs), comparisons of different countries, regions.

- Leading causes: cardiovascular disease, infectious diseases, respiratory diseases, mental illness, substance misuse, maternal and child health, nutritional deficiency, injuries, regional variations and causes e.g. lifestyle, higher burden of infectious disease etc.
- Socioeconomic and environmental factors: access to healthcare, nutrition, health literacy, health behaviours, occupational hazards, stress, water and sanitation, housing conditions, air quality, healthcare infrastructure, equipment and technology, climate change, discrimination, social support.

**3. Understand factors contributing to global outbreaks and emergencies and responsibilities for responding to them**

- Global outbreaks: zoonotic pathogens, biodiversity and encroachment leading to interactions with wildlife, genetic mutation, antimicrobial resistance, international travel, global supply chains, climate change leading to altered disease vectors and extreme weather conditions, lack of preparedness, low vaccine coverage, population density and urbanisation, exotic pets, consumption of wild animals, mass gatherings, health misinformation.
- Responses: outbreak investigation - surveillance, contact tracing, and containment strategies; role of public health agencies, governments, and international organizations; public health measures – quarantine, mass vaccination, information/education; healthcare and treatment; vaccination campaigns, international cooperation, research, travel restrictions, economic support, supply chains for medical supplies, health education, monitoring.
- Ethical and equity considerations: fair distribution, prioritisation, proportionality, transparency in decision-making, accountability, inclusion, protecting vulnerable populations, avoiding discrimination, equity, ethical decision-making, flexibility, and human rights.

**4. Understand the concept of healthy cities and the benefits and challenges in creating these**

- Healthy cities: prioritise health as a fundamental aspect of urban planning; interdisciplinary approach between sectors including planning, health, transport, education etc.; emphasis on health equity; address social determinants of health; promote physical and mental health; accessibility for all; sustainability.
- Benefits; improved health and wellbeing, reduced inequality, more physical activity, better mental health, better environmental sustainability, economic benefits, community cohesion, resilience to disasters, better quality of life.
- Challenges and barriers: population growth and urbanisation leading to large, densely populated cities, inequality of access, challenges from existing infrastructure and environment, historical land use and urban planning, political will, community engagement, funding, regulatory hurdles, resistance to change, lack of data.
- Case studies of programmes and policies on healthy cities; identifying best practice, successes and what works.

<b>Unit 17 Global health issues - 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>

There are no specific links to other units but the knowledge and understanding within this unit may underpin the context for care that learners choose to explore in other units.

### Opportunities for Synoptic Assessment

Merit and distinction assessment criteria provide opportunities for synoptic assessment within the unit.

### Opportunities for Skills Development within this Unit

#### Employability Skills

**Digital skills:** Handling and judging the reliability of information; problem-solving (eg online research, presenting data). (LO1, LO2, LO3, LO4)

**Problem solving:** Analysis of data; defining challenges and issues; determining and assessing solutions; planning and implementing solutions; developing contingency plans; assessing effectiveness. (LO1, LO2, LO3, LO4)

#### Study Skills

**Using sources of information:** Identifying available sources of information; accessing information. (LO1, LO2, LO3, LO4)

**Reading skills:** Identifying different reading materials; reading with a purpose. (LO1, LO2, LO3, LO4)

**Thinking skills:** 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 (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3, LO4)

### Suggested Resources

#### UK Context

##### Web resources

Advisory.com <https://www.advisory.com/daily-briefing/2020/01/15/who-health-challenges>

British medical association <https://www.bma.org.uk/what-we-do/working-internationally/our-international-work/global-health-challenges>

IHME <https://www.healthdata.org/news-events/insights-blog/acting-data/11-global-health-issues-watch-2023-according-ihme-experts>

#### Global Context

##### Web resources

World Economic Forum <https://www.weforum.org/agenda/2022/02/global-healthcare-2022-mental-health/>

World Health Organization <https://www.who.inthttps://www.who.int/news-room/spotlight/10-global-health-issues-to-track-in-2021>