Qualifi Level 4 Diploma in Health and Social Care

Course Handbook

Qualification
Qualifi Level 4 Diploma in Health and Social Care

Ofqual Number
501/5058/0

Level
4

Total Qualification Time
1200

Credit Value
120

Aim of the Course
The qualification has been created to develop and reward the health and social care workers of today and the future, and to continue to bring recognition and professionalism to the health and social care sector.
It is envisaged that this programme will encourage both academic and professional development so that your learners move forward to realise not just their own potential but also that of organisations across a broad range of sectors.

Assessment
Assessment is through practical assignments, with no exams - to more accurately reflect the real working environment.

Course Structure

Qualifi Level 4 Diploma in Health and Social Care			
Unit number	**Units**	**Unit level**	**Unit credit**
HSC 401	Academic Study Skills	4	20
HSC 402	Communicating in Health and Social Care	4	20
HSC 403	An Introduction to Healthcare Policy	4	20
HSC 404	Reflective Practice	4	20
HSC 405	Managing People in Health and Social Care	4	20
HSC 406	Sociology Concepts in Health and Ill Health	4	20

Assessment Grades

Grade	Marking Criteria
Pass	All learning outcomes are achieved. All assessment criteria are met.
Fail	All learning outcomes are not achieved. All assessment criteria are not met.
No Marks	Plagiarism

UNIT SPECIFICATIONS

Unit Title
Academic Study Skills

Level
4

Credit Value
20

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

Learning outcomes and assessment criteria
In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria

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

Suggested Resources

Taylor, J. (2003) Study Sills in Health care, Nelson Thornes. ISBN 0748771190

Van Emden, J. and Becker, L. (2010) Presentation Skills for learners (2nd Ed) Palgrave Macmillan. ISBN 13:978-0-230-24304-0

Cottrell, S. (2011) Critical Thinking Skills- Developing effective analysis and argument. Palgrave Macmillan. ISBN 13: 978-0-230-28529-3

Pearce, R. (2003) Profiles and Portfolios of Evidence. Nelson Thornes

John, C. (2013) Becoming a Reflective Practitioner. (4th ed) WileyBlackwell

UNIT SPECIFICATIONS

Unit Title

Communicating in Health and Social Care

Level

4

Credit Value

20

Unit aim

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

Suggested Resources

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

Crawford, P. (2006) Communication in Clinical Settings. Nelson Thornes Publishing

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

Schiavo, R (2013) Health Communication from Theory to practice

Mamen M (2007)– Understanding Non-Verbal Learning Disability, Jessica Kingsley Publishing ISBN: 9781843105930

UNIT SPECIFICATIONS

Unit Title

An Introduction to Healthcare Policy

Level
4

Credit Value
20

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

Learning outcomes and assessment criteria
In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

Suggested Resources
Fatchett, A (2012) Social Policy for Nurses. Polity press. ISBN- 13:978-0-7456-4920-7
Kennedy, P (2013) Key themes in Social Policy
Donaldson, L. and Scally, G. Donaldson's Essential Public Health (Radcliffe Publishing Ltd 2009) ISBN: 9781846192098
Kennedy, P. Key Themes in Social Policy (Routledge, 2013) ISBN: 9780415520973
Taylor, G. Using Health Policy in Nursing Practice (Learning Matters, 2013) ISBN: 9781446256466
Walshe, K. and Smith, J. Healthcare Management (Open University Press, 2011) ISBN: 9780335243815

UNIT SPECIFICATIONS

Unit Title
Reflective Practice

Level
4

Credit Value
20

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

Learning outcomes and assessment criteria
In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Identify and explain models of reflection used in health and social care	1.1 Identify 2 models of reflection commonly used in health and social care practice 1.2 Explain the benefits of reflective practice in health and social care
2. Develop the skills and knowledge	2.1 Demonstrate an understanding of the use of personal development plans

required to plan for your personal and professional development	2.2 Discuss how personal development plans are used in health and social care practice 2.3 Explain the role of clinical supervision in health and social care
3. Produce a personal development plan identifying how you will develop the skills and knowledge required as a learner/practitioner of health and social care	3.1 Develop a personal development plan 3.2 Identify on the plan your aims, how to achieve, success criteria and how you will monitor if achieved
4. Discuss the links between theory and practice and how this can be facilitated.	4.1 Discuss how to facilitate the use of research in practice and its benefits 4.2 Discuss the potential barriers to implementation of research into practice

Suggested Resources

Lishman, J. (2007) Handbook for practice learning in social work and social care: knowledge and theory. London: Jessica Kingsley
Bolton, G. E. J. Reflective Practice, Writing and Development (Sage, 2014) ISBN: 9781446282359
Moon, J. Learning Journals: A Handbook for Reflective Practice and Professional Development (Routledge 2006) ISBN: 9780415403757
Collins, S. Supervision Skills (SPC Publishing UK, 2015) ISBN: 9780993169007
Johns, C (2013) Becoming A Reflective Practitioner (4th Ed) Wiley- Blackwell
Boud, D., Keogh, R and Walker, D. (1985) Reflection: turning Experience into Learning. Routledge- Farmer ISBN 0-85038-864-3

UNIT SPECIFICATIONS

Unit Title
Managing People in Health and Social Care

Level
4

Credit Value
20

Unit aim
The aim of this unit is to enable learners to understand the processes involved in the recruitment, management and development of people in the health and social care workplace.
In this unit learners will investigate the processes involved in the management of individuals in the health and social care workplace and how to facilitate change in the organisation.

Learning outcomes and assessment criteria
In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Evaluate the processes for recruiting individuals to work in health and social care	1.1 Evaluate the factors involved in planning for recruitment 1.2 Evaluate the recruitment process with links to legislation and policy
2. Explain the systems for monitoring and promoting the development of teams working in health and social care	2.1 Explain the process of team development 2.2 Discuss different types of teams found in Health and social care 2.3 Explain the role of appraisal in developing team members
3. Analyse the process of change management and how to implement change successfully	3.1 Discuss factors that drive change in an organisation 3.2 Analyse 2 models of change commonly used in health and social care 3.3 Analyse potential barriers to change and how to overcome them

Suggested Resources
Armstrong, M and Taylor, S (2014) Armstrong's handbook of Human Resource Management Practice 13th Ed London, Kogan Page
Bratton, J and Gold, J (2012) Human Resource Management: Theory and Practice 5th Ed Palgrave Macmillan
Burnes, B (2009) Managing Change (5th edition) Prentice Hall
Kew, J and Stredwick, J (2013) Human resource management in Context-3rd ed

UNIT SPECIFICATIONS

Unit Title
Sociology Concepts in Health and Ill Health

Level
4

Credit Value
20

Unit aim
The aim of this unit is for learners to gain an understanding of sociological concepts of health and ill health and their application to care practice in health and social care. It will enable learners to gain an understanding of the nature of contemporary society and its influences on the perception of health and ill health.
Learners will explore how society is structured in terms of age, gender, ethnicity, social class, family and households and its impact on health and wellbeing.

Learning outcomes and assessment criteria
In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

Suggested Resources
White, K. An Introduction to the Sociology of Health and Illness (Sage, 2008)
Barry, A. and Yuill, C. Understanding the Sociology of Health: An Introduction (SAGE, 2011) ISBN: 9781446201886
Dillon, M. Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-first Century (Wiley-Blackwell, 2014) ISBN: 978-1118471920
Haralambos, M. and Holborn, M. Sociology: Themes and Perspectives (Collins Educational, 2013) ISBN: 9780007498826
Giddens, A. and Sutton, P. Sociology (Polity Press, 2013) ISBN: 9780745652931
Scambler, G (ed) (2008) Sociology as applied to Medicine. Saunders Elsevier