SEVERN BUSINESS COLLEGE

EBMA Level 6 Graduate Diploma in Health and Social Care Management

Course Handbook

Qualification
EBMA Level 6 Graduate Diploma in Health and Social Care Management

Level
6

Guided Learning Hours
480

Total Qualification Time Hours
1200

Credit Value
120

Qualification Objective
The EBMA level 6 Graduate Diploma in Health and Social Care Management is designed to equip learners with the underpinning knowledge, understanding and skills for success in employment in the Health and Social Care sector at a management level. EBMA Level 6 Graduate Diploma in Health and Social Care Management allows learners to demonstrate their skills by producing evidence of their work activities, to meet national occupational standards. Learners will acquire care management skills in the Health and Social Care sector.

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

Unit Structure of the Qualification

Unit number	Units	Unit level	Unit credit
9	Principles of Social Work Practice	6	24
10	Human Physiology	6	24
11	Ethics and Values in Social Work Practice	6	24
12	Counselling Skills and Theory in Health and Social Care	6	24
13	Research in Health Sciences	6	24

Assessment Grades

Marks Ranges %	Marking Criteria
80 -100	**Distinction**: All learning outcomes are achieved. All assessment criteria are met at a outstanding level.
60-79	**Merit:** All learning outcomes are achieved. All assessment criteria are met at a good level.
40-59	**Pass:** All learning outcomes are achieved. All assessment criteria are met at a satisfactory level.
0-39	**Fail:** All learning outcomes are not achieved. All assessment criteria are not met.
No Marks	Plagiarism

UNIT SPECIFICATIONS

Unit Title
Principles of Social Work Practice

Level
6

Guided Learning Hours
96

Learning Time Hours
240

Credit Value
24

Aim
This course aims to examine and develop, at an advanced level, the practical knowledge and skills required to be a social worker within a continuum of health care contexts. Learners will get knowledge of different applications of value and ethical dimensions of social work practice with diverse populations is examined and illustrated throughout this unit.

Learning Outcomes

1. Understand groups, types and theories and practice in social work.
2. Understand psychological ideas, strategic approaches, and levels of change of circular causality in social care practice.
3. Evaluate a range of ideas about change and their relevance to social work practice.
4. Investigate different challenges and limitations of theories in social care organisational context.

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
LO1 Be able to understand groups, types and theories and practice in social work.	**AC 1.1** Define the concept of social work and discuss the different groups of service users, different context and settings. **AC 1.2** Identify why social workers, like other professionals need a clear rationale for what they do. **AC 1.3** Explain different types of social workers, i.e. advocacy, executive, and combined. **AC 1.4** Identify how different theoretical approaches may challenge or complement each other's in social work.
LO2 Be able to understand psychological ideas, strategic approaches, and levels of change of circular causality in social care practice.	**AC 2.1** Analyse psychodynamic models of cause and effect of social care practice. **AC 2.2** Evaluate applications of psychodynamic models and present oriented approaches of behaviourism in cause and effect of social care. **AC 2.3** Identify ways in which social workers and other professionals deal with service user fail to be effective holders in Rogers's theory in social work.
LO3 Be able to evaluate a range of ideas about change and their relevance to social work practice.	**AC 3.1** Identify the different roles of social workers and explain key issues related to it. **AC 3.2** Evaluate advocacy and empowerment role of social worker and limitation associated with empowerment. **AC 3.3** Identify care manager role, of needs-led assessment and direct payments. **AC 3.4** Discuss ways and difficulties in inter professional working to confidentiality and privacy. **AC 3.5** Evaluate explicit and implicit use of coercive power in a theory of control.
LO4 Be able to investigate different challenges and limitations of theories in social care context.	**AC 4.1** Explain why social work that is taught in books or publications is different from social work in practice. **AC 4.2** Identify ways in which social workers make excessive claims of expertise, with resulting harmful consequences. **AC 4.3** Assess why supervision is a form of feedback in social work practice.

Reference texts and readings:

- Social Work Practice (British Association of Social Workers (BASW) Practical Social Work) (Practical Social Work) by Veronica Coulshed and Joan Orme (6 Mar 2006)
- Social Work Practice: Assessment, Planning, Intervention and Review (Transforming Social Work Practice) by Jonathan Parker and Greta Bradley (25 Jun 2010)
- Social Work Practice: Assessment, Planning, Intervention and Review (Transforming Social Work Practice) by Jonathan Parker and Greta Bradley (11 Jul 2007)
- Understanding Social Work: Preparing for Practice by Professor Neil Thompson
- Social Work Skills: A Practice Handbook. 2nd edition by Pamela Trevithick (2005)
- Critical Practice in Social Work by Robert Adams, Lena Dominelli and Malcolm Payne (2009)
- Social Work: An Introduction to Contemporary Practice by Prof Kate Wilson, Dr Gillian Ruch, Dr Mark Lymbery and Prof Andrew Cooper (2008)
- Critical Thinking for Social Work (Post-Qualifying Social Work Practice) by Keith Brown and Lynne Rutter, 2008

Articles/Journals Databases:

- ASSIA: Applied Social Sciences Index & Abstracts

- British Library
- British Nursing Index
- Cabell's Directory of Publishing Opportunities
- CINAHL Information System
- Emerald Management Review
- Health Service Abstracts
- Hospital and Health Administration Index
- MEDLINE
- Mosby Index
- Mosby Nursing Consult
- PNA Research
- SCOPUS

UNIT SPECIFICATIONS

Unit Title
Human Physiology

Level
6

Guided Learning Hours
96

Learning Time Hours
240

Credit Value
24

Aim
This unit aims to equip learners in biomedical/life science and sport science in health and social care context with value added knowledge and skills that will enhance their under-standing and expertise in human physiology in its broadest sense.

Learning Outcomes
1. Understand organisation of body, nutrition and blood transport in human physiology and health.
2. Understand sense perception and coordination system.
3. Identify growth and development process of child and its inheritance and variation in human physiology.
4. Investigate biotechnology and ecosystems in health care management system.

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
LO1 Be able to understand the organisation of the body, nutrition and blood transport in human physiology and health.	**AC 1.1** Identify how cells form tissues and explain main tissues in the human body. **AC 1.2** Explain the principles of enzyme action and assess how changes in temperature PH affect enzyme action. **AC 1.3** Identify the basic requirements of a healthy balanced diet. **AC 1.4** Identify how the products of digestion used by the human body. **AC 1.5** Identify the main internal and external structures of the heart and explain the reasons and causes of high blood pressure.
LO2 Be able to understand sense perception and coordination system.	**AC 2.1** Identify the causes of eye defects in long and short sight and suggest its solutions. **AC 2.2** Identify the structure of the eye and the functions of its main parts. **AC 2.3** Describe the organisation of the nervous system and discuss the roles of the different components.

	AC 2.4 Identify how the central nervous system (CNS) is protected from injury.
LO3 Be able to identify growth and development process of child and its inheritance and variation in human physiology.	**AC 3.1** Identify the role of the parents in providing for the physical and emotional needs of their child. **AC 3.2** Use graphical representation to discuss patterns of growth and development after birth **AC 3.3** Explain the main stages in the motor, emotional, social and mental development of a child. **AC 3.4** Assess the behaviour of chromosomes during ordinary cell division and reduction division. **AC 3.5** Identify how the environment may cause variation among inheritance characteristics.
LO4 Be able to investigate biotechnology and ecosystems in health care management system.	**AC 4.1** Examine the processes involved in transferring genes from one organism to another. **AC 4.2** Identify how genetic engineering is being used to improve crop plants and animals. **AC 4.3** Assess the components of and interactions within ecosystems. **AC 4.4** Explain the nutritional types of an ecosystem and identify their feeding relationships.

Reference texts and readings:
- Human Physiology and Health by David Wright (2007)
- Principles of Human Physiology with Interactive Physiology 10-System Suite by Cindy L. Stanfield
- Human Physiology: The basis of medicine (Oxford Core Texts) by Gillian Pocock and Christopher D Richards
- Human Physiology: An Integrated Approach with IP-10 (International Edition) by Dee Un-glaub Silverthorn
- Human Physiology by Lauralee Sherwood (2009)
- Lecture Notes: Human Physiology by Ole H. Petersen (2006)
- Vander's Human Physiology: The Mechanisms of Body Function by Eric P. Widmaier, Hershel Raff and Kevin T. Strang, 2010
- Human Physiology by Stuart Ira Fox (2010)

Articles/Journals Databases:
- ASSIA: Applied Social Sciences Index & Abstracts
- British Library
- British Nursing Index
- Cabell's Directory of Publishing Opportunities
- CINAHL Information System
- Emerald Management Review
- Health Service Abstracts
- Hospital and Health Administration Index
- MEDLINE
- Mosby Index
- Mosby Nursing Consult
- PNA Research
- SCOPUS

UNIT SPECIFICATIONS

Unit Title
Ethics and Values in Social Work Practice

Level
6

Guided Learning Hours
96

Learning Time Hours
240

Credit Value
24

Aim
This course aims deepen learners' understanding of the philosophical basis of good practice in social work, and to enhance their ability to think systematically about the moral issues that they may face in the workplace.

Learning Outcomes
1. Identify the ethical issues of social work in the United Kingdom in the 21st Century.
2. Analyse ethical and character based principles, approaches to social work practice.
3. Identify the importance of service delivery models to meet the needs of individuals.
4. Understand professionalism and codes of ethics in social work practice.
5. Understand social workers' responsibilities, including policies, procedures and managerialism and be able to understand ethical problems and dilemmas in practice in social work.

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
LO1 Be able to identify the ethical issues of social work in the United Kingdom in the 21st Century.	**AC 1.1** Identify a situation/incident as a practitioner that raise ethical issues in social work practice. **AC 1.2** Identify issues relating to barriers, social work practice in the United Kingdom. **AC 1.3** Assess ethical principles that underpin practice as a social worker. **AC 1.4** Explain the concept of social work as a human service profession.
LO2 Be able to analyse ethical and character based principles, approaches to social work practice.	**AC 2.1** Identify, respect and autonomy in the social work, partnership by analysing the concept presented by Kantia. **AC 2.2** Discuss utilitarian principles of promoting justice and welfare in society. **AC 2.3** Analyse the challenge of radical and anti-oppressive principle of commitment to emancipation and social justice. **AC 2.4** Explain Beauchamp and Childress (2001) approach of 'common morality' to ethics. **AC 2.5** Assess virtue based approaches to the importance of character in the professional role. **AC 2.6** Explain diversity, narrative and constructionism in the light of postmodern ethics.
LO3 Be able to identify the importance of service delivery models to meet the needs of individuals.	**AC 3.1** Explain the concept of service delivery model in health care organisation. **AC 3.2** Identify how Service delivery model, analyse physical and emotional needs of individuals. **AC 3.3** Identify how service delivery model, analyse social and educational needs of individuals. **AC 3.4** Assess rationale behind service delivery model to improve health care problems.
LO4 Be able to understand professionalism and codes of ethics in social work practice.	**AC 4.1** Identify legal attributes of a social worker profession and explain why professional culture is sustained by formal professional associations. **AC 4.2** Assess forms and contents of codes of ethics in the United Kingdom for social work organisations. **AC 4.3** Identify why codes of ethics are useful in social work practice.
LO5 Be able to understand social workers' responsibilities, including policies, procedures and managerialism and be able to understand ethical problems and dilemmas in practice in social work.	**AC 5.1** Discuss the concept presented by Downie and Loudfoot four different types of right and duties on ethics. **AC 5.2** Discuss Leighton (1985) argument for the separation of personal, professional and agency values in social work practice. **AC 5.3** Explain the relationship between personal, agency, professional and societal moral codes of ethics. **AC 5.4** Identify different ethical issues and reasons for their

	increment and suggest arguments to justify them.

Reference texts and readings:
- Ethics and Values in Social Work (British Association of Social Workers (BASW) Practical Social Work) (Practical Social Work Series) by Sarah Banks (2006)
- Values and Ethics in Social Work Practice (Transforming Social Work Practice) by Lester Parrott (2010)
- Ethics and Values in Social Work (British Association of Social Workers (BASW) Practical Social Work) by Sarah Banks, 2010
- Values and Ethics in Social Work Practice (Transforming Social Work Practice) by Lester Parrott (2006)
- Ethical Issues in Social Work (Professional Ethics) by Richard Hugman and David Smith (1995)
- Critical Thinking for Social Work (Post-Qualifying Social Work Practice) by Keith Brown and Lynne Rutter (2008)
- Culture, Values and Ethics in Social Work: Embracing Diversity by Richard Hugman (2011)
- Standards and Ethics for Counselling in Action (Counselling in Action series) by Dr Tim Bond (2000)

Articles/Journals Databases:
- ASSIA: Applied Social Sciences Index & Abstracts
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- British Nursing Index
- Cabell's Directory of Publishing Opportunities
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UNIT SPECIFICATIONS

Unit Title
Counselling Skills and Theory in Health and Social Care

Level
6

Guided Learning Hours
96

Learning Time Hours
240

Credit Value
24

Aim
This course enables learners to develop counselling skills that can be applied in their present or potential work settings. The course aims to enable participants: - to gain a fuller understanding of self, and of self in relationships; to describe the values, concepts, skills and approaches of counselling for health professionals; to apply counselling approaches in helping their own context; and to become a more effective helper through the use of counselling skills.

Learning Outcomes
1. Understand key aspects, skills and approaches of counselling for health professionals.
2. Identify main approaches and models of counselling.
3. Apply theoretical model of counselling to groups and individuals.
4. Identify ethical issues in the working relationship between counsellor and client.

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
LO1 Be able to understand key aspects, skills and approaches of counselling for health professionals.	**AC 1.1** Explain different forms and process of counselling. **AC 1.2** Discuss the importance of counselling training. **AC 1.3** Explain the importance of Egan (1994) structural model of counselling. **AC 1.4** Identify psychodynamic, behavioural and humanistic approaches of counselling.
LO2 Be able to Identify main approaches and models of counselling.	**AC 2.1** Identify key concepts and limitation of the psychodynamic model of counselling. **AC 2.2** Assess Alfred Adler theory of individual psychology and personality development. **AC 2.3** Evaluate Erikson's psychosocial stages of development and link it with an object relations theory with psychodynamic theory of counselling. **AC 2.4** Identify the significance of Maslow's work in relation to counselling.
LO3 Be able to apply theoretical model of counselling to groups and individuals.	**AC 3.1** Identify aims and objectives for the group. **AC 3.2** Examine problems or difficulties associated with the life of a support group. **AC 3.3** Identify different stages of group development. **AC 3.4** Assess why people join groups and explain common characteristic of all groups. **AC 3.5** Apply orientation, conflict and cohesion stages for group life of counselling services to individuals.
LO4 Be able to identify ethical issues in the working relationship between counsellor and client.	**AC 4.1** Explain how confidentiality is one of the most important aspects of the counselling relationships. **AC 4.2** Identify reasons for referral within the ethical framework of BACP. **AC 4.3** Assess how ethical relationship between supervisor and supervised support for counsellor. **AC 4.4** Identify how to help clients in crisis.

Reference texts and readings:
- Counselling Skills for Health Professionals 4th edition by Philip Burnard (2006)
- Counselling Skills for Dietitians by Judy Gable (2007)
- Communication and Interpersonal Skills (Health and Social Care: Knowledge and Skills) (Health and Social Care: Knowledge and Skills) by Elaine Donnelly and Lindsey Neville (2008)
- Essential Study Skills for Health and Social Care (Health and Social Care: Knowledge and Skills) by Marjorie Lloyd and Peggy Murphy (2008)
- Skills in Cognitive Behaviour Counselling & Psychotherapy (Skills in Counselling & Psychotherapy Series) by Mr Frank Wills (2008)

Articles/Journals Databases:
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Unit Title
Research in Health Sciences

Level
6

Guided Learning Hours
96

Learning Time Hours
240

Credit Value
24

Aim
The aim of this course is to introduce learners to the principles and practice of a range of research designs used in health and social sciences. Learners will be able to identify the most appropriate designs for different research questions, design a study to answer a specific research question and critically appraise the work of others.

Learning Outcomes
1. Appreciate the characteristics of methods for conducting enquiries to solve health problems.
2. Aware of strategy selection for effective research planning in health care organisation.
3. Identify issues and methods of sampling and their validity.
4. Apply techniques for effective research and design in health care organisation and complete research project.

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
LO1 Be able to appreciate the characteristics of methods for conducting enquiries to solve health problems.	**AC 1.1** Define methods and explain some common methods for conducting an enquiry. **AC 1.2** Explain qualitative and quantitative approaches to research and compare them. **AC 1.3** Discuss how the method is applied to conducting health sciences research.
LO2 Be able to be aware of strategy selection for effective research planning in the health care sector.	**AC 2.1** Identify how research questions are selected and justified and derived from research aims **AC 2.2** Assess research strategies available for specific types of investigations in health care organisations. **AC 2.3** Explain the ethical and economic constraints on the planning and implantation of research.
LO3 Be able to identify issues and methods of sampling and their validity.	**AC 3.1** Identify relative advantages and disadvantages of commonly used sampling methods. **AC 3.2** Identify the relationship between sampling error and sample size. **AC 3.3** Examine the internal and external validity for generalizing research findings.
LO4 Be able to apply techniques for effective research and design in health care organisation and complete research project.	**AC 4.1** Identify the use of surveys in health sciences research. **AC 4.2** Assess the characteristics of designs involving naturalistic comparisons, correlations and quasi experiments. **AC 4.3** Identify the construction and administration of questionnaires. **AC 4.4** Calculate percentages, ratios and rates in the statistical research methods. **AC 4.5** Design research problem and apply research methodology by using appropriate research methods. **AC 4.5** Present results and conclusions in suitable format.

Reference texts and readings:

- Introduction to Research in the Health Sciences by Stephen Polgar BSc(Hons) MSc and Shane A. Thomas DipPubPol PhD MAPS (2007)
- Qualitative Research in the Health Sciences: Methodologies, Methods and Processes by Beverley J. Taylor, Karen Francis and Desley Hegney (2011)
- Mixed Methods Research for Nursing and the Health Sciences by Sharon Andrew and Elizabeth J. Halcomb (2009)
- Research Techniques for the Health Sciences by James J. Neutens and Laurna Rubinson, 2009
- Single-Case Research Methods for the Behavioral and Health Sciences by David L. Morgan and Robin K. Morgan (2008)
- Manual of Evidence-Based Research for the Health Sciences: Implication for Clinical Dentistry by Francesco Chiappelli (2008)

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