



SEVERN
BUSINESS
COLLEGE

Qualifi Level 5 Extended Diploma
in Health and Social Care

Course Handbook

Qualification

Qualifi Level 5 Extended Diploma in Health and Social Care

Ofqual Number

501/5058/0

Level

5

Total Qualification Time

2400

Credit Value

240

Aim of the Course

The Qualifications have been created to develop and reward the health and social care workers of today and the future, and to continue to bring recognition and professionalism to the management sectors. We hope that centres and learners take the opportunity to learn a great deal from these programmes that will provide relevant new skills and qualities. It is envisaged that these programmes will encourage both academic and professional development so that you learners move forward to realise not just their own potential but also that of organisations across a broad range of sectors.

Assessment

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

Course Structure

Qualifi Level 5 Extended Diploma in Health and Social Care			
Unit number	Units	Unit level	Unit credit
T/505/9498	Academic Study Skills	4	20
H/505/9495	Communicating in Health and Social Care	4	20
F/505/9505	An Introduction to Healthcare Policy	4	20
F/505/9519	Reflective Practice	4	20
L/505/9507	Managing People in Health and Social Care	4	20
M/505/9502	Sociology Concepts in Health and Ill Health	4	20
K/505/9496	Principles Underpinning Health and Social Care	5	20
A/505/9521	The Management of Quality in Health and Social Care	5	20
H/505/9500	Research Project	5	40
A/505/9499	Partnership working in Health and Social Care	5	20
T/505/9520	Working with Service users with Complex Needs	5	20

Assessment Grades

Marks Ranges %	Assessment Criteria
Fail (0-39)	Insufficient information about each assessment criteria
Pass (40-59)	Describe main ideas with evidence on each assessment criteria
Merit (60-69)	Evaluation of ideas with evidence on each assessment criteria
Distinction (70-100)	Critical evaluation of ideas with evidence on each assessment criteria
No Marks	Plagiarism

UNIT SPECIFICATIONS**Unit Title**

Academic Study Skills

Level

4

Learning Time Hours

200

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 mode
2. Identify relevant sources of evidence in order to develop reliable arguments.	2.1 Collate an annotated bibliography for 3sources, 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. ISBN13:978-0-230-24304-0
- Cottrell, S. (2011) Critical Thinking Skills- Developing effective analysis and argument. PalgraveMacmillan. ISBN 13: 978-0-230-28529-3
- Pearce, R. (2003) Profiles and Portfolios of Evidence. Nelson Thornes John, C. (2013) Becoming a Reflective Practitioner. (4th ed) WileyBlackwell

UNIT SPECIFICATIONS

Unit Title

Communicating in Health and Social Care

Level

4

Learning Time Hours

200

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
- Nursing Times Nursing Standard Journal of Health Care Support Workers Royal National Institutes for the Blind WWW.RNIB.org.uk

UNIT SPECIFICATIONS

Unit Title

An Introduction to Healthcare Policy

Level

4

Learning Time Hours

200

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
- Journal of Social Policy Social Policy and Society www.socialpolicy.org.uk
- <https://www.gov.uk/government/policies/helping-to-reduce-poverty-and-improve-social-justice>

UNIT SPECIFICATIONS

Unit Title

Reflective Practice

Level

4

Learning Time Hours

200

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 required to plan for your personal and professional development.	2.1 Demonstrate an understanding of the use of personal development plans. 2.2 Discuss how personal development plans are used in health and social care practice. 2.3 Explain the role of clinical supervision in health and social care.
3. Produce a personal development plan identifying how you will develop the skills and knowledge required as a learner/practitioner of health and social Care.	3.1 Develop a personal development plan. 3.2 Identify on the plan your aims, how to achieve, success criteria and how you will monitor if achieved.
4. Discuss the links between theory and practice and how this can be facilitated.	4.1 Discuss how to facilitate the use of research in practice and its benefits. 4.2 Discuss the potential barriers to the implementation of research into practice.

Suggested Resources

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

UNIT SPECIFICATIONS**Unit Title**

Managing People in Health and Social Care

Level

4

Learning Time Hours

200

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

UNIT SPECIFICATIONS

Unit Title

Sociology: Concepts in Health and Ill Health

Level

4

Learning Time Hours

200

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 affect upon service users.
2. Evaluate differing models of health used within health and social care.	2.1 Evaluate 2 different models of health care delivery. 2.2 Using the case study provided justify a model of healthcare delivery which would be most appropriate.
3. Discuss how social inequalities influence the life chances and health status of individuals.	3.1 Discuss how the government measure morbidity and mortality across the UK. 3.2 Describe what is meant by social inequality in health and what factors influence it.

3.3 Discuss the use of health education and health promotion to improve the health of the nation.

Suggested Resources

- White, K. An Introduction to the Sociology of Health and Illness (Sage, 2008) ISBN: Barry, A. and Yuill, C. Understanding the Sociology of Health: An Introduction (SAGE, 2011) ISBN:9781446201886
- Dillon, M. Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-first Century (Wiley-Blackwell, 2014) ISBN: 978-1118471920
- Haralambos, M. and Holborn, M. Sociology: Themes and Perspectives (Collins Educational, 2013) ISBN: 9780007498826
- Giddens, A. and Sutton, P. Sociology (Polity Press, 2013) ISBN: 9780745652931
- Scambler, G (ed) (2008) Sociology as applied to Medicine. Saunders Elsevier 'Sociology of health and illness' journal available free on <http://onlinelibrary.wiley.com/doi/10.1111/j.1469-7580.2008.01920.x>

UNIT SPECIFICATIONS

Unit Title

Principles Underpinning Health and Social Care

Level

5

Learning Time Hours

200

Credit Value

20

Unit aim

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

Learning outcomes and assessment criteria

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. Explain how principles of support are implemented in health and social care practice.	1.1 Discuss how health and social care values influence care delivery. 1.2 Explain the principles of safe guarding service users.
2. Evaluate the impact of recent government policy, legislation, regulation, codes of practice and standards on practice.	2.1 Evaluate a piece of government legislation in health and social care and its influence on practice. 2.2 Evaluate how codes of practice influence professional practice.
3. Evaluate the theories that underpin the delivery of health and social care practice	3.1 Evaluate person-centred care and its role in holistic care. 3.2 Discuss issues of social isolation and exclusion in service users and how professionals can help to overcome these.

Suggested Resources

- Lishman, J. (2007) Handbook for practice learning in social work and social care: knowledge and theory. London: Jessica Kingsley
- Holland, K and Hogg, C (2010) Cultural Awareness in nursing and Healthcare – An introductory text (2nd Ed) Hodder Arnold
- Thompson, N Promoting Equality: working with diversity and difference (3rd Ed) Palgrave Macmillan Cuthbert, S and Quallington J (2008) Values for Care practice. Reflect Press
- Fatchett, A (2012) Social policy for Nurses. Polity Health & Social Care in the Community Journal of Health and Social Care Improvement

UNIT SPECIFICATIONS

Unit Title

The Management of Quality in Health and Social Care

Level

5

Learning Time Hours

200

Credit Value

20

Unit aim

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

Learning outcomes and assessment criteria

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

Suggested Resources

- Cawsey, T., Deszca, G. and Ingols, C. (2015) Organisational Change: An Action-Oriented Toolkit (Sage, 2015) ISBN: 978-1483359304
- Gottwald, M. and Lansdown, G. (2014) Clinical Governance: Improving the Quality of Healthcare for Patients and Service Users (Open University Press 2014) ISBN: 9780335262809
- McSherry, R. and Warr, J. (2010) Implementing Excellence in your Health Care Organisation: Managing, Leading and Collaborating - Excellence in Practice Development in Health and Social Care (Open University Press, 2010) ISBN: 9780335234776
- Donaldedian, A (2002) An introduction to Quality assurance in Healthcare. OUPJournal of Health Organisation and Management Journal of Health and Social Care Improvement Barr, J. and Dowding, L. Leadership in Health Care (Sage 2012) ISBN: 9781446207635
- Gopee, N. and Galloway, J. Leadership and Management in Healthcare (Sage 2013) ISBN: 9781446248829
- Gopee, N. and Galloway, J. Leadership and Management in Healthcare (Sage 2013) ISBN:9781446248829
- Walshe, K. and Smith, J. Healthcare Management (Open University Press, 2011) ISBN:9780335243815
- www.scie.org.uk
- Social Care Institute for Excellence www.skillsforcare.org.uk Skills for Care

UNIT SPECIFICATIONS**Unit Title**

Research Project

Level

5

Learning Time Hours

400

Credit Value

40

Unit aim

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

Learning outcomes and assessment criteria

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

Suggested Resources

- Blaxter, L., Hughes, C. and Tight, M (2010) How to research (4th ed) OUP
- Bowling, A. Research Methods in Health: Investigating Health and Health Services (Open University Press, 2014) ISBN: 9780335262748
- Parahoo, K. Nursing Research, Principles, Process and Issues (Palgrave Macmillan Ltd., 2014) ISBN:9781137281265
- Moule, P. (2015) Making sense of research in nursing, health and social care (5th ed) SAGE
- Aveyard, H (2014) Doing a Literature Review in Health and Social Care. (3rd ed) OUP
- Polgar, S. and Thomas, S.A (2008) Introduction to research in the Health Sciences (5th Ed) Churchill Livingstone
- Journal of Health and Social Care Improvement
- www.crlsresearchguide.org

UNIT SPECIFICATIONS

Unit Title

Partnership Working in Health and Social Care

Level

5

Learning Time Hours

200

Credit Value

20

Unit aim

The aim of this unit is to enable learners to develop an understanding of the importance of working positively in partnership with others in health and social care. Learners will explore the nature of partnership on three levels. First, they will examine partnerships with users of services that empower individuals to make informed decisions and encourage independence. Second, they will consider partnerships between different professionals within health and social care and explore inter-agency working. Finally, learners will investigate organisational partnerships and examine different ways of working together.

Learning outcomes and assessment criteria

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. Explain philosophies and relationships in health and social care working.	1.1 Explain the philosophy behind working in partnership. 1.2 Explain the potential barriers to working in partnership
2. Critically explore how to promote positive partnership working between	2.1 Critically explore the role of inter- professional learning in developing partnership working.

users of services, professionals and organisations in health and social care.	2.2 Critically explore the concept of 'communities of practice' and its influence on partnership working. 2.3 Explain the role of personal budgets and its impact on working in partnership with service users.
3. Evaluate the outcomes of partnership working in health and social care.	3.1 Evaluate the impact of child abuse enquiries on government and working in partnerships. 3.2 Evaluate the positive impact of working in partnership.

Suggested Resources

- Cribb, A. and Gewirtz, S. Professionalism - Key Themes in Health and Social Care (Polity Press,2015) ISBN: 9780745653174
- Cuthbert, S. and Quallington, J. Values for Care Practice: Health and Social Care: Theory and Practice(Reflect Press, 2008) ISBN: 9781906052058
- Dickinson, H. Journals Evaluating Outcomes in Health and Social Care (Better Partnership Working)(Policy Press, 2008)
- Glasby, J. and Dickinson, H. Partnership Working in Health and Social Care (Policy Press, 2008)
- Baillie, L. and Black, S. Professional Values in Nursing (CRC Press, 2014), ISBN: 9781444180619
- Hardy, M. Governing Risk: Care and Control in Contemporary Social Work (Palgrave Macmillan,2015) ISBN: 9780230364158
- Walshe, K. and Smith, J. Healthcare Management (Open University Press, 2011) ISBN:9780335243815
- www.england.nhs.uk
- www.communitycare.co.uk
- www.scie.org.uk

UNIT SPECIFICATIONS

Unit Title

Working with Service Users with Complex Needs

Level

5

Learning Time Hours

200

Credit Value

20

Unit aim

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

Learning outcomes and assessment criteria

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

Suggested Resources

- Lishman, J. (2007) Handbook for practice learning in social work and social care: knowledge and theory. London: Jessica Kingsley
- Holland, K and Hogg, C (2010) Cultural Awareness in nursing and Healthcare – An introductory text(2nd Ed) Hodder Arnold

- Thompson, N () Promoting Equality: working with diversity and difference (3rd Ed) PalgraveMacmillan
- Cuthbert, S and Quallington J (2008) Values for Care practice. Reflect PressFatchett, A (2012) Social policy for Nurses. Polity

Journals

- Health & Social Care in the Community
- Journal of Health and Social Care Improvement