Level 4 Diploma in Health and Social Care

Qualification Aim

Level 4 Diploma in Health and Social care qualification is designed to provide a specialist vocational programme within pertinent awarding organisational requirements and National Occupational Standards wherever possible. This qualification will provide a concrete, sector-based emphasis on practical skills development alongside the enhancement of knowledge and understanding in the Health and Social Care sector. It also provides sector and national recognition by employers required for employment.

Qualification Objectives

- Providing support for learners to develop their skills to become supervisors in health and social care sector
- Enabling learners to progress to an undergraduate or further professional qualification in a health and social care related area
- Enable learners to obtain employment or entering employment specifically in the health and social care sector
- Generating opportunities for learners to acquire higher level skills in a health and social care area
- Qualification provides direct supervisory opportunities for students than level 3 health and social care qualifications

Combination Rules for the Level 4 Diploma in Health and Social Care

Level 4 Diploma in Health and Social care

1. Qualification credit value must be a minimum of 60 credits (a maximum of 60 credits may be at level 3)
2. Mandatory core unit credit: 60 credits
3. Level 3 qualifications will meet local and national needs.

The Level 4 Diploma in Health and Social Care is a 60 credit course.

Unit Title	Level	Credit	GLH
Mandatory Units			
4.1 Communicating in Health and Social Care Organisations.	4	15	100
4.2 Principles of Health and Social Care Practice	4	15	100
4.3 Health and Safety in the Health and Social Care Workplace	4	15	100
Optional Units (Learners Must complete 1 of the following units)			
4.4 Working in Partnership in Health and Social Care	4	15	90
4.5 Managing Human Resources in Health and Social Care	4	15	90
4.6 Managing Financial Resources in Health and Social Care	4	15	90
4.7 The Role of Public Health in Health and Social Care	4	15	90
4.8 Empowering Users of Health and Social Care Services	4	15	90
4.9 Safeguarding in Health and Social Care	4	15	90
4.10 Personal and Professional Development in Health and Social Care	5	15	90

It is a UK government approved and regulated awarding body providing a wide variety of qualifications in a diverse range of subject areas to Centres whose customers are internationally-focused aspiring professionals who wish to enhance their global career prospects. was established in 2010 as a relatively specialist awarding body, providing qualifications designed to meet identified demand for qualifications, particularly within the legal services sector.

Level 4 Qualifications

Our Level 4 Qualification in Health and Social care is the conclusion of expert input from colleges, industry professionals, Higher Education Institutes and our qualification development team.

Key features of the qualifications include:

- Mandatory units that are common to different sectors offering the opportunity for learners to move between sectors
- flexible methods of assessment allowing tutors to select the most appropriate methods for their learners

Support for Centres

We are dedicated to supporting our Centres and offer a range of training, support and services including:

- qualification guidance, suggested resources and sample assignments

- an Centre support officer who guides you through the Centre recognition process, learner registration and learner results submission

Level 4 Diploma in Health and Social Care

This specification provides key information on the Level 4 Diploma in Health and Social care including the rules of combination, the content of all the units and guidance on assessment. Further Qualifications Guidance can be found via the website.

Assessment Strategy

Verification/Moderation

The process of moderation will check that assesses accurately, consistently and makes assessment decisions against agreed standards (internal and/or external).

Verification/Moderation

The system for verification/moderation will ensure quality of delivery of assessment in the programmes leading to nationally recognized qualifications. The verification process will:
- Advise and support assessors
- Maintain and monitor arrangements for processing assessment information
- Verify assessment practice

The Procedure

- The purpose of moderation/internal verification (IV) is to:
- Ensure consistent interpretation and application of appropriate standards within the assessment process
- Co-ordinate, evaluate and monitor the assessment process
- Provide advice and support to assessors to improve student achievement
- Provide feedback to the external verifier/examiner(s) on the IV process

Internal verification/moderation process

- An IV plan will be produced in conjunction with the course team at the start of the course
- Throughout the duration of the course, assessment plans should be checked to ensure that the qualification can be achieved

- IV can include observation of assessment, sampling of assessed written work or whatever method is appropriate in the context of learning programme

- Sampling should review the quality of the assessment decision by evaluating how the assessor has reached that decision.

- Assessor should ensure that all relevant work has been completed and assessed so that it is ready to progress to the IV process

- All work to be verified must be completed in conjunction with the appropriate level grading criteria

- Each verifier should complete an internal verifier's report form for each piece of work verified

- Internal verifier should give appropriate guidance to assessors where required

- Internal verifier should give feedback to assessors and should agree and discuss decisions with assessors.

The roles and responsibility of Internal Verifier

- Establish procedures to develop a common interpretation of standards between assessors

- Plan regular meetings with assessors to discuss assessment decisions and verification issues

- Sample regular evidence of the assessment decisions made by all assessors across all aspects of assessment to monitor and ensure consistency in the interpretation and application of standards

- Establish record-keeping systems and documentation used for assessment and internal verification

- Support assessors by offering guidance and advice on a regular basis

- Where an assessor is the internal verifier, a different member of staff must internally verify their activities

Key Persons in the Assessment Role

The Internal Verifier has following responsibilities:

- To ensure that the assessors are appropriately qualified
- To maintain and monitor arrangement for processing assessment information
- To provide confirmation to awarding bodies that assessment practice is to national standards through the quality system, procedures and records.
- To sample the records of assessors to monitor consistency of assessment standards
- To observe (where appropriate) a sample of assessments taking place to monitor consistency of assessment decisions
- To support the assessors through offering guidance and advice
- To act according to agreed procedures when disputes and appeals arise
- To ensure that opportunities are made for each disputes and appeals arise
- To ensure that opportunities are made for each candidate to achieve the required levels for each unit of the study programme
- To maintain regular contact with assessors

The Assessor is responsible for:

- Ensuring that assessment is carried out
- Ensuring that workplace personnel who contribute to assessment decisions, operate within college procedures and that necessary information for internal verification activities is complete and available to the internal verifier
- Taking into account the particular assessment requirements of the candidate
- Ensuring that each candidate is aware of his/her responsibility with regard to the qualification
- Judging students' work against performance criteria
- Identifying candidates' achievements
- Identifying gaps in achievements
- Giving constructive feedback to the candidate
- Meeting regulating with other assessors and the Internal Verifier in order to ensure a consistent approach
- Explaining and confirming assessment decisions with Internal Verifier
- Maintaining their own records of each candidate's achievement

Quality Assurance of Centres

The aim of external verification is to ensure external verifiers are effectively trained and deployed to manage and monitor approved centre activity against centre requirements and appropriate qualification specification criteria.

In order to achieve this aim have defined management procedures in place to ensure standards are maintained. In carrying out our QA activities we expect that all staff will comply with our professional standards at all times.

- External Verifier Responsibility to Approved Centres

- External verifiers are required to undertake the following activities to ensure they fulfil their responsibilities to approved Centres:

- the provision of information and advice related to our quality standards and established procedures, regulator and partner expectations

- the provision of advice to our customers, stakeholders and approved Centres regarding centre requirements, achieving and maintaining standards and approval status

- the provision of advice on the interpretation of qualification-specification criteria and links to national occupational standards

- conducting quality assurance training with approved Centres

- conducting advisory visits to applicant or approved Centres providing information across the scope of our awarding function

- monitoring of allocated centre statuses, profiles, policies and procedures to ensure ongoing compliance

- monitoring of centre performance via the conduct of visits and desk based reviews in accordance with our quality assurance practices

- conducting centre risk assessments to ensure the ongoing suitability, implementation and consistency of centre quality management systems

- continuous review of centres' approval statuses ensuring corrective actions are addressed to ensure compliance and reduce risk

- agreeing an appropriate visit or review dates with relevant centre personnel ensuring the key objectives are submitted via the external verification planning process

- effective reporting on the outcomes of verification activities via established processes outlined in the centre guide

- provision of advice to Centres related to continuous development and quality improvement

- commending Centres on areas of best practice, promoting aspects of these to other Centres to adopt, where appropriate.

Malpractice

Centre Malpractice

- Failure to keep exam papers secure prior to an examination
- Obtaining or 'passing on' information relating to an exam or assessment prior to the examination or assessment.
- Failure to brief candidates adequately prior to an examination.

- Failure to maintain exam conditions when invigilating an examination.
- Assisting or prompting candidates with the production of answers during an examination.
- Provision of unauthorized assessment material to a candidate.
- Failing to report an instance of suspected or actual malpractice.
- Any instance of unprofessional misconduct during a lesson or examination.
- Any instance concerning inappropriate, offensive of obscene behaviour directed at any candidate.
- Failure to adhere to policies and procedures.

Serious Malpractice

- A risk to the health or safety of any individual.
- A criminal offence.
- Failure to comply with legal obligations or with the Statutes, Ordinances and Regulations of Ltd.
- Financial or non-financial maladministration or malpractice or impropriety or fraud.
- Any instance concerning the falsifying of any results documents related to an assessment or examination, including certificates.
- Academic or professional malpractice including improper conduct or unethical behaviour.
- Attempts to suppress or conceal any information relating to any of the above.

Processing of Malpractice allegations

All Centres are required to notify of any allegation of suspected or actual malpractice at its earliest opportunity and no longer than 5 working days from the date the allegation is made, failure to comply with this requirement may result in awards not being made and certificates not being issued, also future entries and/or registrations may not be accepted.

In the first instance any allegation of malpractice must be made by completing form. which is available on request from the Administration office or can be downloaded as a pdf from the website www.britishaa.com

Once an allegation of suspected or actual malpractice has been made an initial investigation will be carried out by the immediate superior and/or manager of the individual involved or by the most appropriate person given the circumstances. These members of staff are authorised to make decisions in cases which are clear and uncontested.

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 learning about.

Your approach to delivery should give the learners sufficient 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.

Delivery of Qualification

- Range of teaching and learning methods, including active learning.

- 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.

- 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.

Resources

 has provided a list of resources for the qualification. Please refer to the support materials handbook.

Access and Recruitment

Policy with regards to access to its qualifications is that:

- They should be available to everyone who is capable of reaching the required standard.
- They should be free from any barriers which restrict access and progression.
- There should be equal opportunities for all wishing to access qualifications.
- Centres are expected to recruit learners to qualifications with integrity. This must include ensuring that all learners have appropriate information and advice about the qualifications.
- Centres must have appropriate systems to assess a learner's suitability for a programme and make a professional judgement about their ability to successfully complete/gain the designated qualification. The 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. Language of Materials. encourages the use of plain and clear language which is no vague.

- Assessors/tutors preparing candidates are expected to ensure that their materials are clear, diverse and appropriate to level 7 qualifications.

Tutors Qualification.

- Tutors delivering programmes are expected to have the relevant qualifications specified by the Learning and Skills Improvement Service (LSIS)

- include ensuring that all learners have appropriate information and advice about the qualifications. Centres should put in place appropriate systems to assess a learner's suitability for a programme and make a professional judgement about their ability to successfully achieve the designated qualification.

- 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.

Access Arrangements and Special Considerations

Reasonable adjustments and special considerations are made to ensure open access to qualifications and ensure that candidates are able to gain recognition of achievement without compromising the reliability of assessment; they are not concessions to make assessments and/or exams easier for candidates or to provide unfair advantages to candidates.

Definition

Special Consideration (Post-Assessment)

Consideration given due to an indisposition that is out of the candidate's control at the time of the assessment or examination; such as a broken limb that is mending and would affect ability or disruption to the assessment or examination process.

The following examples do not form an exhaustive list and any application for reasonable adjustment or special consideration will be considered at discretion.

Disruption of assessment or examination Damage of scripts/assessment materials Sudden illness or injury Flare up of congenital illness such as asthma, diabetes etc.

Examples

4.1 Communicating in Health and Social Organisation

Unit Aims

The aim of this unit is to understand the importance of communication in Health and Social Care Sector. The process of communication and support by personal in this sector.

It evaluates formal communication methods; assess the communication skill and issues relating to communication. Uses of Technology can support presentation skill in the much better way.

Unit Level	4	Credit Value	15
GLH	100	Unit Grading Structure	Pass

Assessment Guidance Assessment can be given by Assignment prior to External Unit Exam

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand how internal communication takes place within health and social care organisations.	**1.1**	Explain the process of communication within health and social care organisation.
		1.2	Assess the appropriate us of different modes of communication for different purposes.
2	Understand the factors that impact on the effectiveness of communications.	**2.1**	Assess the impact of personal relationships on effective communications.
		2.2	Assess the impact of non-verbal communication on oral communications
		2.4	Assess the impact of technology on oral and written communications
		2.5	Review the use of conventions in written communications
3	Understand features of communications between health and social care professionals and service users	**3.1**	Evaluate formal communication methods and systems used by health and social care organisation to communicate with service users in different contexts. of harm
		3.2	Assess the communication skills needed for face to face consultations with service users.
		3.3	Analyse the issues of confidentiality relating to communication with service users.
		3.4	Summarise the additional skills needed by health and social care professionals to ensure communication with service users.
4	Be able to present oral information effectively in a health and social care context	**4.1**	Design and oral presentation for an internal audience within a health and social care organisation.
		4.2	Use technology to support presentation skills
		4.3	Carry out a consultation with a service user

		4.4	Present complex information orally
		4.5	Assess effectiveness of own communication
5	**Be able to communicate formally in writing in Health and Social care context.**	**5.1**	Communicate complex information for specific purposes.
		5.2	Prepare for and document a meeting
		5.3	Convey quantitative data using charts and graphs
		5.4	Review written communication

4.2 Principles of Health and Social Care Practice

Unit Aims: 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. This unit develops understanding of the values and principles that underpin the practice of all those who work in health and social care. Learners will consider theories and policies that underpin health and social care practice and explore formal and informal mechanisms required to promote good practice by individuals in the workforce, including strategies that can influence the performance of others

Unit Level	5	Credit Value	15
GLH	100	Unit Grading Structure	Pass

Assessment Guidance Assessment can be given by Assignment prior to External Unit Exam learning outcome

The learner will:			**Assessment Criteria - The learner can:**
1	Understand how principles of support are implemented in Health and Social Care Practice	1.1	Understand how principles of individuals are cared for in health and social care practice support are implemented in health
		1.2	Outline the procedure for protecting clients, patients, and social care practice colleagues from harm
		1.3	Analyse the benefit of following a person-centred approach With users of health and social care services
		1.4	Explain ethical dilemmas and conflict that may arise when providing care, support and protection to users of health and social care services
2	Understand the Impact of policy, legislation, regulation, codes of practice and standards on/in organisation policy and practice	2.1	Explain the Implementation of policies, legislation, regulations and codes of practice that are relevant to own work in health and social care.
		2.2	Explain how local policies and procedures can be developed accordance with national and policy requirements
		2.3	Evaluate the impact of policy, legislation, regulation and codes of practice on organisational policy and practice
3	Understand the theories that Underpin Health and Social Care Practice	3.1	Explain the theories that underpin Health and Social Care Practice
		3.2	Analyse how Social Processes impact on users of health and Social Care Service
		3.3	Evaluate the effectiveness of Inter-professional working

4	Be able to contribute to the Development and implementation of Health and Social Care	4.1	Explain own role, responsibilities, accountabilities and duties in the context of working with those within and outside the and social care workplace
		4.2	Evaluate Health and Social Organisational Policy
		4.3	Make recommendations to develop own contributions to meeting good practice requirements

4.3 Health and Safety in the Health and Social Care Workplace

Unit Aims

The aim of this unit is to develop learners' understanding about their responsibilities in ensuring the health and safety of the health and social care workplace and the people within it. Health and safety is an essential consideration for all practitioners in health and social care and this unit will enable learners to develop an understanding of the importance of continually monitoring the implementation of health and safety legislation and policies within any health and social care setting. Learners will gain a clear understanding of the implications of relevant legislation for their own role and the implementation of policies and systems in their own workplace. The importance of record keeping, monitoring and review health and safety policies and procedures will also be considered. Assessment Criteria The learner can:

Unit Level	4	Credit Value		1 5
GLH	100	Unit Grading Structure		Pass
Assessment Guidance		Assessment can be given by Assignment prior to External Unit Exam		
Learning Outcomes: The Learner will: -		**Assessment Criteria: The Learner Can**		
1	Understand How Health and safety recognition is Implemented in the Health and Social Care Workplace.	1.1	Review Systems, policies and Procedures for Communications information on health and Safety in the health and Social Care Workplace in accordance with legislative requirements	
		1.2	Assess the responsibilities in a specific health and social work place for the management of health and safety in relation to organisation structures.	
		1.3	Analyse Health and Safety priorities appropriate for a specific health and social care work place.	
2	Understand the ways in which health and safety requirements impact on customers and the work of practioners in the health and social workplace.	2.1	Analyse how information from risk assessments informs care planning for individuals and organisational decision making about policies and procedures	
		2.2	Analyse the impact of one aspect of health and safety policy on.	
		2.3	Discuss how dilemmas encountered in relation to implementing systems and policies for health, safety and security may be addressed.	
		2.4	Analyse the effect of non-compliance with health and safety legislation in a health and safety policies and practices.	
3	Understand the monitoring and review of health and safety in the	3.1	Explain how health and safety policies and practices are.	

	health and social care workplace	**3.2**	Analyse the effectiveness of health and safety policies and practices
		3.3	Evaluate own contributions to placing the health and Safety

4.4 Working in partnerships in Health and Social Care

Unit Aims

The aim of this unit is to enable to develop understanding of the importance of working positively in partnership with other in health and social care. Working in partnership is a key element of practice within health and social care. The concepts of power sharing, consultation and joint ways of working are essential for effective service provision. Health and Social care professionals need to understand the importance of promoting autonomy with individuals. They also need to be aware of their own roles and responsibilities and how they relate to others within the sector. Learners will explore the nature of their own roles and responsibilities and how they relate to others within the sector. Learner will explore the nature of partnership on three levels.

Unit Level	4	Credit Value	1 5
GLH	90	Unit Grading Structure	Pass
Assessment Guidance		Assessment can be given by Assignment prior to External Unit Exam	

Learning Outcomes: The Learner will: -		**Assessment Criteria: The Learner Can**	
1	Understand how to build and maintain working relationships with professionals from other disciplines.	1.1	Analyse roles and responsibilities of key professionals from other disciplines relevant to a specific job role
		1.2	Analyse skills and techniques required to build cross disciplinary working relationships
2	Understand how to build and lead multi-disciplinary teams to achieve integrated service delivery	2.1	Evaluate the strengths and weaknesses of multidisciplinary teams
		2.2	Analyse the skills required to build, motivate and lead multi-disciplinary teams
		2.3	Explain how to lead multi-disciplinary teams effectively for integrated service delivery.
3	Understand how to overcome barriers to multi-disciplinary working	3.1	Identify barriers to multi-disciplinary working and analyse why these may occur
		3.2	Evaluate the impact of barriers on stakeholders and service delivery
		3.3	Evaluate ways to overcome and monitor barriers to multi-disciplinary team working
4	Understand how to communicate with team members from other disciplines and with stakeholders	4.1	Analyse practical communication issues related to multidisciplinary teams
		4.2	Explain how to communicate effectively in multi0disciplinary teams
		4.3	Explain how to promote equal opportunities in service delivery by multi-disciplinary teams.
		4.4	Explain how to engage stakeholders with multidisciplinary teams

4.5 managing Human Resources in Health and Social

Care Unit Aims

The aim of this unit is to enable the learner to understand the processes involved in the recruitment, management and development of people in the health and social workplace.

In This unit learner will investigate the processes involved in the management of individuals in the health and social care workplace. This not only includes the recruitment of the most appropriate personnel but importantly the support of employees in carrying out their work effectively in teams and developing their knowledge and skills so that they can contribute to the delivery of a quality service.

Unit Level	4	Credit Value	1 5
GLH	90	Unit Grading Structure	Pass
Assessment Guidance		Assessment can be given by Assignment prior to External Unit Exam	

Learning Outcomes: The Learner will: -	Assessment Criteria: The Learner Can
1 Understand processes for recruiting individuals to work in health and social care	**1.1** Explain the factors to be considered when planning the recruitment of individuals to work in health and social care.
	1.2 Explain how relevant legislative and policy frameworks of the home country influence the selection, recruitment and employment of individuals
	1.3 Evaluate different approaches that may be used to ensure the selection of the best individuals for work in health and social care.
2 Understand strategies for building effective teams for working in health and social care	**2.1** Explain theories of how individuals interact in groups in relation to the types of teams that work in health and social care.
	2.2 Evaluate approaches that may be used to develop effective team working in health and social care.
3 Understand systems for monitoring and promoting the development of individuals working in health and social care	**3.1** Explain ways in which the performance of individuals working in health and social can be monitored.
	3.2 Assess how individuals training and development needs can be identified
	3.3 Analyse different strategies for promotion the continuing development of individuals in the health and social care
4 Understand approaches for managing people working in health and social care	**4.1** Explain theories of leadership that apply to the health and care workplace
	4.2 Analyse how working relationships may be managed
	4.3 Evaluate how own development has been influenced by management approaches encountered in own experience

4.6 Managing Financial Resources in			
Unit Aims			
The aim of the unit is to enable the health and social care manager to develop understanding how to control their expenditure against fixed budgets. The unit will equip the health and social care manager with the knowledge and understanding needed to monitor costs, make predictions, evaluate the process of effective control of resource allocation, including shortfalls and make recommendations for expenditure. Most important, it will emphasise the key factors of both efficiency and effectiveness.			

Unit Level	4	Credit Value	15
GLH	90	Unit Grading Structure	Pass
Assessment Guidance		Assessment can be given by Assignment prior to External Unit Exam	

Learning Outcomes: The Learner will: -		Assessment Criteria: The Learner Can	
1	Understand how systems are used to manage financial resources in health and social care	1.1	Explain the principles of costing and business control systems
		1.2	Identify information needed to manage financial resources
		1.3	Explain the regulatory requirements for managing financial resources.
		1.4	Evaluate systems for managing financial resources in a health or care organisation
2	Understand the role of planning in the management of health and social care budgets	2.1	Discuss the diverse sources of income that may be encountered in health and social care
		2.2	Analyse the factors that may influence the availability of financial resources in health and social care organisation
		2.3	Review different types of budget expenditure in health and social care organisations
		2.4	Evaluate how decisions about expenditure are made within a health and social care organisation.
3	Understand the importance of monitoring budget expenditure in health and social care organisation.	3.1	Explain how financial shortfalls can be managed
		3.2	Explain the actions to be taken in the event of suspected fraud
		3.3	Evaluate budget monitoring arrangements in a health or social care organisation
4	Understand how systems and processes for managing financial	4.1	Identify information required to make financial decisions relating to a health and social care services
		4.2	Analyse the relationship between a health and social care service delivered, costs and expenditure.
	resources influences health and social care services	4.3	Evaluate how financial considerations impact upon an individual using the health and social care service.

		4.4	Suggest ways to improve the health and social care service through changes to financial systems and processes.

4.7 The Role of Public Health in Health and Social Care Unit Aims

The aim of this unit is to raise learners' awareness of factors influencing public health and the different approaches taken to reduce incidence of disease and illness in communities. The unit requires learners to investigate the roles of different agencies working within communities to reduce the incidence of disease and illness. They will investigate infectious and non-infectious diseases that are widespread in their own country and analyse the effectiveness of strategies that are in place to control the incidence of disease.

Unit Level	4	Credit Value	15
GLH	90	Unit Grading Structure	Pass
Assessment Guidance		Assessment can be given by Assignment prior to External Unit Exam	

Learning Outcomes: The Learner will: -		Assessment Criteria: The Learner Can	
1	Understand different approaches strategies used to measure, monitor and control the incidence of disease in communities	1.1	Explain the roles of different agencies in identifying levels of health and disease in communities
		1.2	Explain, using statistical data, the epidemiology of one infectious and one non-infectious disease that is widespread in their own country
		1.3	Evaluate the effectiveness of different approaches and strategies to control the incidence of disease in communities
2	Be able to investigate the implications of illness and disease in communities for the provision of health and social care services	2.1	Use relevant research to determine current priorities and approaches to the provision of services for people with disease or illness
		2.2	Explain the relationship between the prevalence of disease and requirements of services to support individuals within the health and social care service provision
		2.3	Analyse the impact of current lifestyle choices on future needs for health and social care services
		2.4	Evaluate how decisions about expenditure are made within a health and social care organisation.
3	Understand the factors influencing health and wellbeing of individuals in health or social care settings	3.1	Assess the health and wellbeing priorities for individuals in a particular health or social care setting
		3.2	Evaluate the effectiveness of strategies, systems and policies in a health or social care setting
		3.3	Discuss changes that could be made to improve the health and wellbeing of individuals in a health or social care setting

4.8 Empowering Users of Health and Social Services

Unit Aims

The aim of this unit is to enable learners to explore how to empower individuals using health and social care services in order to maximise their independence.

It is essential for all health and social care professionals to understand that the service they deliver enables individuals to participate in the decisions that are made about their lives.

First, learners will explore how legislation and the sector skills standards regarding the design and review of services promote independence, which in turn is captured within organisational policies and procedures. Second, learners will investigate factors that can affect participation, independence and choice, including systems for assessing and minimising risk. Finally, learners will investigate the administration of medicine and the effectiveness of policies and procedures for administering medication in achieving the best possible outcomes for users of services.

Unit Level	4	Credit Value	15
GLH	90	Unit Grading Structure	Pass
Assessment Guidance		Assessment can be given by Assignment prior to External Unit Exam	

Learning Outcomes: The Learner will: -	Assessment Criteria: The Learner Can	
1 Understand how the design and review of services promotes and maximises the rights of users of health and social care services	**1.1** Explain how current legislation and sector skill ls standards influence organisational policies and practices for promoting and maximising the rights of	
	1.2 Users Analyse of factors health and that social may affect care services the achievement of promoting and maximising the rights of users of health and social care service	
	1.3 Analyse how communication between care workers and individuals contribute to promoting and maximising the rights of users of health and social care services	
2 Understand how to promote the participation and independence of users of health and social care Services	**2.1** Explain factors that may contribute to loss of independence, non-participation and social exclusion for vulnerable people	
	2.2 Analyse how organisational systems and processes are managed to promote participation and independence of users of health and social care services	
	2.3 Analyse the tensions that arise when balancing the rights of the individual to independence and choice against the care provider's duty to protect	
3 Understand the responsibility of managing and monitoring risks in health and social care settings	**3.1** Use a case study from a health or social care setting to identify the extent to which individuals are at risk of harm	
	3.2 Analyse the effectiveness of policies, procedures and managerial approach within a health or social care setting for promoting the management of risks	
4 Understand how good practice	**4.1** Review current legislation, codes of practice and policy that apply to the handling of medication	

in the administration of medication is essential for users of health and social care services	4.2	Evaluate the effectiveness of policies and procedures within a health and social care setting for administering medication

4.9 Safeguarding in Health and Social Care

Unit Aims

The aim of this unit is to enable learners to develop an understanding of the factors of abuse, and study the working practices and strategies to reduce and prevent its occurrence.

The unit enables learners to understand the different types of abuse that can occur within the community. Learners will study the signs of abuse and factors that can contribute towards individuals being vulnerable. This will be followed by identifying legislation and policies that are in place and how professionals work within the guidelines and professional standards to safeguard both practitioners and users of health and social care services.

Unit Level	4	Credit Value	15
GLH	90	Unit Grading Structure	Pass
Assessment Guidance		Assessment can be given by Assignment prior to External Unit Exam	

Learning Outcomes: The Learner will: -		Assessment Criteria: The Learner Can	
1	Understand issues relating to safeguarding in health and social care	1.1	Analyse vulnerable groups in health and social care
		1.2	Analyse issues relating to safeguarding of these groups
		1.3	Explain the aims of safeguarding for one specific health and social care context
2	Understand the impact of legislation relating to safeguarding in a specific health and social care context	2.1	Analyse the legislation and/or regulation that applies in relation to safeguarding in a specific health and social care context
		2.2	Analyse the roles and responsibilities for safeguarding in the chosen health and social care context
		2.3	Evaluate the impact of legislation relating to safeguarding on the work of those in the chosen health and social care context
3	Be able to review and develop safeguarding policies for a specific health and social care context	3.1	Assess safeguarding policies for a specific health and social care context
		3.2	Review inquiries and serious cases in a specific health and social care context and identify where policy improvements could be made
		3.3	Analyse the different organisations involved in safeguarding in a specific health and social care context
		3.4	Identify and develop the policies and procedures required in a specific health and social care context
4	Understand how to support the implementation of safeguarding policies and procedures	4.1	Explain how to support the implementation of safeguarding policies and procedures in a health and social care setting
		4.2	Evaluate the importance of mentoring staff to overcome any safeguarding issues

5	Understand how to promote and implement policies in ways that support the service user	5.1	Evaluate the impact of a person centred approach on policies and procedures in a specific health and social care context
		5.2	Assess how policies can be promoted in ways that support safeguarding and well-being

4.10 Personal and Professional Development in Health and Social Care				
Unit Aims				
The aim of this unit is to encourage learners to develop as reflective practitioners by applying their understanding and skills to their own health and social care setting. This unit provides learners with an opportunity to develop as reflective practitioners.				
Unit Level	**5**	**Credit Value**		**15**
GLH	**90**	**Unit Grading Structure**		**Pass**
Assessment Guidance		Assessment can be given by Assignment prior to External Unit Exam		
Learning Outcomes: The Learner will: -		**Assessment Criteria: The Learner Can**		
1	Understand how personal values and principles influence individual contributions to work in health and social care settings	1.1	Compare personal values and principles with the principles of support for working in health and social care	
		1.2	Assess how personal culture and experience influence own role in supporting users of services and others in health and social care settings	
		1.3	Discuss how new developments and changes to personal values can impact on work in health and social care	
2	Be able to produce, monitor, revise and evaluate plans for personal progress in developing the skills and abilities required of a health and social care practitioner	2.1	Assess current skills ability and learning style	
		2.2	Produce a holistic development plan with short, medium and long-term goals	
		2.3	Monitor progress against the plan according to the requirements of a health and social care practitioner, revision the plan as required	
		2.4	Evaluate the effectiveness of the development plan to own development as a health and social care practitioner	
3	Understand the application of principles of professional engagement with users of health and social care services	3.1	Assess current skills ability and learning style	
		3.2	Produce a holistic development plan with short, medium and long-term goals	
		3.3	Monitor progress against the plan according to the requirements of a health and social care practitioner, revision the plan as required	