Level 4 Diploma in Management for Health and Social Care

Objective of the qualification:
• It should available to everyone who is capable of reaching the required standards
• It should be free from any barriers that restrict access and progression
• It should give equal opportunities for all those wishing to access the qualifications.

Contents

Entry Requirements

These qualifications are designed for learners who are typically aged 18 and above.

The policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications

Introduction to Level 4 Qualifications in Management for Health and Social Care

Our new qualifications in Management at Level 4 have been developed to conform to the requirements of the RQF, to meet the requirements of the sector.

These qualifications provide generic management skills for those planning to or working in a management role. The qualifications deliver the skills and knowledge that meet the needs of managers on a domestic and international platform.

We provide a flexible route for learners who have already achieved management qualifications at a lower level and for learners who do not have management qualifications, but may have qualifications in other areas and/or prior experience the work place.

Our suite of qualifications is designed to provide:
- maximum flexibility with different sized level 4 qualifications for those who only wish or have the time to initially take smaller qualifications and then build up qualifications over time
- opportunities for learners to develop knowledge and skills, personal qualities and attitudes essential for successful performance in working life
- optional units in particular specialisms that are directly related to learners' current responsibilities or that meet a particular interest and support career development
- opportunities for learners who wish to undertake a full time course of study leading to an Extended Diploma

Progression

On successful completion of a Level 4 qualification in Management there are a number of progression opportunities.

Learners may progress to:
- larger qualifications at the same level e.g. from a Certificate to the Diploma or Extended Diploma in Management for Health and Social Care or a related qualification, for example, the Diploma in Management
- a level 5 qualification such as the Extended Diploma for Management for Health and Social Care or the Extended Diploma in Management

Level 4 Extended Diploma in Management for Health and Social Care

The Level 4 Extended Diploma in Management for Health and Social Care is a 120 credit qualification. Learners must achieve 120 credits from groups M and O.

Unit Title	Level	Credit	GLH
Mandatory Units			
Health and Social Care in Context	4	15	60
Communication Skills for Health and Social Care Management	4	15	60
People in Organisations	4	15	60
Optional Units			
Learners must complete a further 5 or more units from the list below to achieve a minimum of 120 credits for the Diploma. The number of units selected will depend upon the size of the units.			
Corporate Social Responsibility	4	15	60
Resource Management	4	15	60
Management of Activity Provision	4	15	60
Administrative Services	4	15	60
Planning a Work Based Team Project	4	15	60
Safeguarding Children and Young People	4	5	20
Finance For Managers	4	15	60
Safeguarding Adults	4	5	20
Manage Sustainability in an Organisation	5	15	60
Working with Multi-disciplinary Teams	5	15	60
Planning a New Business Venture	4	15	60
Empowering Users of Health and Social Care Services	4	15	60
Health and Safety in the Health and Social Care Workplace	4	15	60
Employability Skills	5	15	60
Personal and Professional Development	5	15	60
Contemporary Issues in Health and Social Care	5	15	60
Study Skills	4	10	24
Management of Health and Social Care Provision	4	15	60
Equality and Diversity in Health and Social Care	4	10	40
Barred units Safeguarding Children and Young People (L/503/7166) Safeguarding Adults (R/503/7167)			

Level 4 Diploma in Management for Health and Social Care

The Level 4 Diploma in Management is a 60 credit qualification. Learners must achieve all mandatory units and one optional unit.

Unit Title	Level	Credit	GLH
Mandatory Units			
Health and Social Care in Context	4	15	60
Communication Skills for Health and Social Care Management	4	15	60
People in Organisations	4	15	60
Optional Units			
Learners must complete one or more units from the list below to achieve a minimum of 60 credits for the Diploma. The number of units to be completed will depend upon the size of the units selected.			
Management of Activity Provision	4	15	60
Safeguarding Children and Young People	4	5	20
Safeguarding Adults	4	5	20
Corporate Social Responsibility	4	15	60
Resource Management	4	15	60
Planning a Work Based Team Project	4	15	60
Finance For Managers	4	15	60
Planning a New Business Venture	4	15	60
Manage Sustainability in an Organisation	5	15	60
Working with Multi-disciplinary Teams	5	15	60
Administrative Services	4	15	60
Empowering Users of Health and Social Care Services	4	15	60
Health and Safety in the Health and Social Care Workplace	4	15	60
Contemporary Issues in Health and Social Care	5	15	60
Employability Skills	5	15	60
Personal and Professional Development	5	15	60
Study Skills	4	10	24
Equality and Diversity in Health and Social Care	4	10	40

Barred units
Safeguarding Children and Young People (L/503/7166)
Safeguarding Adults (R/503/7167)

Level 4 Certificate in Management for Health and Social Care

The Level 4 Certificate in Management for Health and Social Care is a 30 credit qualification. Learners must complete one mandatory unit and one optional unit

Unit Title	Level	Credit	GLH
Mandatory			
Health and Social Care in Context	4	15	60
Optional			
Communication Skills for Health and Social Care Management	4	15	60
People in Organisations	4	15	60

Unit Specifications

Unit Format
Each unit is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers. Each unit has the following sections:

Unit Title
The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

Unit Aims
The unit aims section summarises the content of the unit.

Unit Code
Each unit is assigned a RQF unit code that appears with the unit title on the Register of Regulated Qualifications.

RQF Level
All units and qualifications in the RQF have a level assigned to them which represents the level of achievement. The level of each unit is informed by the RQF level descriptors.

Credit value
The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

Learning Outcomes
The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of the learning process.

Assessment Criteria
The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at level 4 you would see words such as analyse and evaluate

Unit Indicative Content
The unit indicative content section provides details of the range of subject material for the programme of learning for the unit.

4.17 Health and Social Care in Context

Unit aims	To develop an understanding of a health and/or social care area in which students would like to work. They will develop their understanding in order to critically evaluate the impact of legislative frameworks in the context of local practice.
Unit level	4
Unit code	F/503/7164
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Should include a study of one area of Health and/or Social Care

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the structural organisation of a chosen health and/or social care area	1.1 Analyse organisational structures within the chosen area 1.2 Evaluate the roles and responsibilities of agencies external to the area who advise and influence it 1.3 Analyse individual functions and roles within organisations in the area
2. Understand the implications of legislative frameworks in the chosen health and social care area	2.1 Analyse the legislative frameworks impacting on the chosen area and explain their intended functions 2.2 Evaluate the way in which legislative frameworks have been interpreted in terms of regulation, codes of practice and standards in the chosen area 2.3 Assess the impact of policies, legislation, regulation, codes of practice and standards on organisations and working practices in chosen area
3. Understand external influences on a chosen health and/or social care area	3.1 Analyse the factors and organisations which have influenced government decisions on health and social care 3.2 Assess the impact of social values and attitudes on health and social care 3.3 Assess barriers to access for health and social care and how effectively these have been overcome
4. Understand the individual rights underpinning delivery of health and social care to service users	4.1 Analyse the individual rights that underpin health and social care practice 4.2 Evaluate the importance of these rights in health and social care

Indicative Content

1. Understand the structural organisation of a chosen health and/or social care area

Area

This will be a specific area of health and/or social care for example, care of children and/or young people, care of elderly.

Organisational structures to include private/public funded provision for example, individual organisations e.g. hospitals, care homes, day care centres, home care organisations etc.
- Groups e.g. healthcare trusts in UK, private healthcare groups
- Charitable organisations such as Barnardos; Help the Aged; Unicef

Roles and responsibilities of agencies which are external to the area. For example:
- Government departments e.g. Department of Health in UK
- Health and social care organisations e.g. NHS, Healthcare trusts etc.
- Regulatory bodies e.g. Health Protection Agency
- Professional bodies e.g. Royal College of Nursing
- Guidance bodies e.g. National Institute of Clinical excellence
- International bodies e.g. World Health Organisation
- Charities e.g. Multiple Sclerosis Society; Unicef; Barnardos

Individual functions and roles
- Internal structure – hierarchy of governance and management
- Functions – administration, finance, delivery etc.
- Roles – managers, administrators, doctors, nurses, care workers etc.

2. Understand the implications of legislative frameworks in the chosen health and social care area

Legislative frameworks to include legislation, regulation, codes of practice and standards in the chosen area of health and/or social care for example:
- The laws relating to disability, health, data protection, discrimination, human rights, child protection, health and safety, etc.
- Explanation and role of each of above
- Policies, codes of practice and standards and how they link with legislation and regulation and practice

Intended functions of legislative frameworks are to:
- Ensure suitable provision
- Ensure best practice
- Ensure fair access
- Ensure relevant professional body membership
- Comply with the law

Interpretation to include how legislation has been put into local guidelines and dissemination to relevant personnel such as owners, managers of provision.
For example, students may analyse particular standards that have been devised to govern the way in which service provision is run and the standards of care they provide.

Impact on working practices
- Help ensure compliance
- Help ensure consistent good standards of care
- Professionalism
- How they can limit service offered

3. Understand external influences on a chosen health and/or social care area

Influences may include:
- Individual government organisations
- Pressure groups
- Charitable organisations,
- Limits to government's freedom to legislate in terms of international laws (European laws) etc.
- Statistical and evidence based research that has influenced decisions and demand for provision
- Demand for health and social care e.g. population growth, epidemics, lack of food, clean water etc.

Social values and attitudes e.g.
- Cultural beliefs and attitudes towards health and social care generally
- Towards public health issues
- Towards funding for health and social care – private/public
- Towards disability – social model of disability
- Gender issues and health and social care
- 'The Big Society' – David Cameron
- The responsibilities of Government versus the freedom of individuals

Barriers to access may include disability, class/wealth; gender; age; language; beliefs and values of individuals and/or families when accessing provision.

4. Understand the individual rights underpinning delivery of health and social care to service users

Individual rights – will depend on context but examples are:
- Equality of access
- Rights to choice
- Right to dignity and respect
- Empowerment of service users
- Right to safety
- Needs assessment

- Confidentiality
- Person centred approach
- Any rights conferred by legislative frameworks such as UN Convention on Human Rights, rights of the child etc.

Importance

- To ensure health and social care needs are properly met
- To ensure access to suitable services by service users
- Tensions between what can actually be provided and the rights of individuals
- Protection of vulnerable service users
- To ensure that development and care provides the best possible outcomes

4.16 Communication Skills for Health and Social Care Management	
Unit aims	The aim of this unit is to develop knowledge and understanding of communication both with colleagues in health and social care organisations and with service users. Learners will gain an understanding of why communication is sometimes ineffective and the skills needed to overcome difficulties. Learners will demonstrate a range of communication skills including carrying out an oral presentation to colleagues, a face to face consultation with a service user and formal written communication.
Unit level	4
Unit code	H/503/7156
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance

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 organisations 1.2 Assess the appropriate use 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 2.3 Analyse the factors that impact on clarity of communications 2.4 Assess the impact of technology on oral and written communication 2.5 Review the use of conventions in written communications
3. Understand the 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 organisations to communicate with service users in a range of contexts 3.2 Assess the communication skills needed for face to face consultations with service users in different contexts 3.3 Analyse the issues of confidentiality relating to communication with service users 3.4 Summarise the additional skills needed by healthcare professionals to ensure effective communication with service users
4. Be able to present oral information effectively in a health and social care context	4.1 Design an oral presentation for an internal audience within a health and social care organisation 4.2 Use technology to support the 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 a 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

Indicative Content

1. Understand how internal communication takes place within health and social care organisations

The process of communication
- Dynamic process
- Sender is clear about the purpose of the communication
- Sender has an idea, information, question etc.
- Message sent /transmitted to receiver
- Receiver gets message and considers the information,
- Receiver checks understanding and if necessary consults
- Receiver formulates a response and gives feedback (responds) to message
- Modes of communication
- Written – letters, bulletins, noticeboards, updates, newsletter
- Face to face /oral -patient consultations, briefings, meetings (departmental, weekly updates, team meetings); interviews, appraisals, disciplinary,
- Electronic communications
- Telephone

Purposes of communication
- To provide information, to gain information
- To generate ideas, to generate team cohesion, to motivate
- To send information vertically (upward and downward)and horizontally
- To provide information formally and informally
- To clarify information
- To progress a task
- To generate understanding

2. Understand the factors that impact on the effectiveness of communications

Impact of personal relationships
- Internally and with service users
- Team cohesion
- Personal conflict
- Favouritism
- Job satisfaction/dissatisfaction

Impact of non-verbal communication
- Tone of voice, body language
- The emotional state of the sender and/or receiver
- Negative and positive, reinforcement of oral message/contradiction of oral message
- Active listening and focusing

Clarity of communications

- Sender may not be clear what they wish to communicate
- The sender's choice of language
- The sender's method of communication
- The receiver does not want to hear the message
- The receiver puts their own interpretation on the message

Impact of technology

- Choice of communication method for the content of the message and the receiver(s)
- Negative – reliance on technology at meetings/presentations; can create stress; poor connections, inappropriate use, human error, easily misinterpreted
- Positive – enhance clarity of information, speed of transmission, helps reinforce messages, can help those with disabilities and/or different learning styles; systems e.g. potentially easier to find out who to communicate with

Conventions in written communications

- Formal reports, informal reports, memos, emails, attachments, letters, texts
- Greetings, sign off, tone, punctuation and grammar, use of first or third person
- Readability, language,

3. Understand the features of communications between health and social care professionals and service users

Formal communication methods and systems

- Face to face, letters, brochures/websites, newsletters, electronic, email, telephone calls,

Contexts

- General information
- Emergency situation
- Consultation
- Personal information e.g. diagnosis, changes in condition
- Organisational information e.g. appointments, changes in practices

Communication skills

- Clarity of information
- Audibility, tone,
- Empathy
- Body language
- Language skills
- Listening skills

Confidentiality
- Respecting the confidences of service users e.g. not discussing information with others except where required for care or permitted by service user
- Confidentiality policies
- When confidential information can be shared or passed on
- Ethical issues – when information must be passed on even against wishes of service user i.e. situations of abuse of children, young people or vulnerable adults

Additional skills
- Positive attitude
- Ability to create a safe environment
- Ability to reassure
- Knowledge of next steps, where to find support
- Knowledge of when to refer upwards and whom to refer to.

4. **Be able to present oral information effectively in a health and social care context**

Oral presentation
- Clarity of purpose of the presentation
- Design and structure of presentation which is appropriate for the nature of the audience e.g. use of slides, hand-outs, flipcharts, question and answer session.
- Formal presentation to a small group e.g. staff, colleagues, management

Technology
- Presentation software
- Hardware used
- ICT e.g. spread sheets, hand-outs

Consultation
- Agreeing the purpose of the consultation and expected outcomes
- Face to face
- Providing information
- Answering queries
- Demonstrating empathy and sensitivity
- Deciding on and using an appropriate environment
- Listening and responding
- Note taking
- Agreeing the next steps

Complex information
- Planning
- Ensuring your personal understanding of what is being presented
- General - introductory
- Complex - facts, figures, data
- Use of materials to support the explanation
- Testing understanding of the receivers

Effectiveness
- The degree to which the intended purpose and outcomes were achieved
- Appropriateness of body language
- Appropriateness of methods used and choice of language.
- Audience response
- Quality and appropriateness of information given
- Seeking feedback from recipients

5. Be able to communicate formally in writing in a health and social care context

Communicate complex information
- In writing e.g. reports, briefing notes, meeting documentation
- Use of graphs, charts, tables etc.
- Purpose e.g. to present results to an interdisciplinary team, to launch a change in procedures

Prepare for and document a meeting
- Agenda, minutes, papers, action notes, names of attendees

Quantitative data
- E.g. results of research, efficiency figures, targets,
- The method of presentation graphs, tables, bar charts, pie charts etc.

Review written communication
- Use of criteria to support the review
- The degree to which the intended purpose and outcomes were achieved
- For clarity, appropriateness of media, use of visuals (e.g. charts, graphs, pictures); tone, language
- Seeking feedback from recipients

4.4 People in Organisations

Unit aims	This unit aims to develop knowledge of those aspects of organisations that concern and support people. This includes communication practices, teamwork, remote working and other organisational structures. Using this knowledge learners will be able to review the impact of workplace practices on people.
Unit level	4
Unit code	T/503/7078
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand communication practices within organisations	1.1 Analyse the benefits of effective communication to organisations 1.2 Analyse policies and procedures that are used to enhance communication within organisations 1.3 Outline legislation relevant to communication within organisations 1.4 Evaluate how the organisational structure impacts on the communication methods used
2. Understand the principles of effective teamwork	2.1 Assess the benefits of team working to individuals and organisations 2.2 Analyse why teams might fail to meet their objectives 2.3 Evaluate the impact of leadership styles on teamwork
3. Understand the issues associated with remote working	3.1 Explain the implications of the different ways in which people work 'remotely' 3.2 Evaluate common working practices used by those working remotely in different contexts 3.3 Analyse the leadership styles suitable for remote working
4. Understand the structures designed to support people within the workplace	4.1 Explain how HR departments can provide support to people within the workplace 4.2 Assess policies and procedures designed to support people in the workplace 4.3 Assess practices used to support people in the work place
5. Be able to review the impact of workplace practices on people within organisations	5.1 Assess workplace practices that impact on people within organisations 5.2 Make recommendations to improve staff and managers experience of the workplace

Indicative Content

1. Understand communication practices within organisations

Benefits
- Accurate and timely information
- Efficiency
- Good relationships/effective teams
- morale
- Clear messages
- Customer and supplier relationships

Policies and procedures
- Protocols e.g. for email
- Staff briefings
- Newsletters/posters/bulletins/email groups
- Briefings, regular meetings
- Cascade
- Policies e.g. dealing with the media, confidentiality

Legislation
- Data Protection Act 1998
- Privacy and electronic communication
- Freedom of Information Act
- Equal opportunity
- Confidentiality

Organisational structure
- Flat/tall
- Matrix
- Regional
- Remote offices
- Dotted line reporting

2. Understand the principles of effective teamwork

Benefits
- Synergy
- Motivation
- Sense of belonging
- Efficiency
- Creativity
- Being able to utilise individual skills and experience
- opportunity for personal development

Failure of teams
- Communication
- Absence of individuals
- Conflict or conversely desire not to upset other team colleagues
- Team make-up
- Poor brief
- Leadership style

Leadership style
- McGregor theory x/theory y
- Delegation
- Empowerment
- Herzberg – motivators and hygiene factors

3. Understand the issues associated with remote working

Remote working
- Working at home
- Working from home (home-based)
- Regional offices
- Virtual working
- Global working

Implications
- Investment in technology
- Feeling remote and lonely
- Challenges with communication
- Working in different time zones
- Different ways of behaving and doing things
- Time management and irregular hours

Working practices
- Teleconferencing
- Webinars
- Flexible hours (e.g. around personal commitments)
- Regular updates, meetings
- Skype
- Email
- Travel

Leadership style
- Mc Gregor theory x/theory y
- Empowerment
- Herzberg – motivators and hygiene factors

4. Understand the structures designed to support people within the workplace

Human resources department
- Ensuring the correct policies and procedures are in place
- Assessing developmental needs
- Dealing with disciplinary issues
- Supporting in issues concerning conflict
- Advising managers
- Support for those leaving organisations e.g. retirement, redundancy

Policies and procedures
- Recruitment and selection criteria
- Job descriptions and person specifications
- Contracts of employment
- Flexible working/family friendly
- Termination of employment
- Induction, appraisal, training
- Data protection
- Personal issues e.g. bereavement, pregnancy

Practices
- Coaching
- Mentoring
- Training
- Performance reviews
- Appraisals

5. Be able to review the impact of workplace practices on people within organisations

Workplace practices that impact on people
- Communication protocols
- Team meeting
- Leadership styles
- Flexible /remote working
- Support from HR department
- Possibility for advancement
- Culture of coaching/mentoring
- Culture of fear

Recommendations for improvement
- Reviewing current practice and making proposals for change
- Consultative groups
- Employee representatives on the Board
- Staff surveys
- Outside intervention

4.6 Corporate Social Responsibility	
Unit aims	To develop an understanding of CSR issues and impacts of CSR policy.
Unit level	4
Unit code	A/503/7082
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will be required to demonstrate evidence of understanding corporate social responsibility (CSR) issues and the impact of CSR policies on stakeholders of organisations. They will make recommendations for responsible business practice.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current corporate social responsibility issues facing business	1.1 Define corporate social responsibility (CSR) 1.2 Describe background and changing attitudes to CSR 1.3 Describe the regulatory framework for (CSR) 1.4 Explain environmental issues in (CSR) 1.5 Explain economic and political issues in (CSR) 1.6 Explain social and community issues in (CSR)
2. Understand the impact of corporate social responsibility policy on different stakeholders	2.1 Assess the benefits of CSR to employees 2.2 Analyse the impact of CSR on the supply chain 2.4 Explain how a CSR policy impacts on business performance 2.5 Explain how CSR impacts on marketing strategy 2.6 Assess the potential conflicts which may arise between the needs and expectations of different stakeholders
3. Be able to make recommendations for responsible business practice	3.1 Review the CSR policy of a specific business 3.2 Assess the extent of voluntarism in CSR policy 3.3 Recommend changes to CSR policy to benefit different stakeholders 3.4 Assess the potential impact of changes in CSR on business performance

Indicative Content

1. Understand current corporate social responsibility issues facing business

Definitions
- Behaving responsibly
- Contributing to a better society
- Integrating social and environmental concerns in business
- The Triple Bottom Line – people, planet and profit

Regulatory frameworks
- ISO 26000 Social responsibility – voluntary guidance
- Environmental protection
- Health and safety legislation
- Human rights legislation
- Compliance with employment legislation

Environmental issues
- Recycling policies
- Sustainability
- Use of packaging
- Logistics of delivery, congestion
- Use of scarce resources
- Pollution
- Carbon footprint

Economic and political issues
- Location of suppliers
- Supporting local business
- Supporting developing countries
- Fair trade
- Non acceptance of global agreements e.g. Kyoto

Social and community issues
- Employing socially disadvantaged and disabled people
- Sponsorship
- Encouraging education and training
- Volunteering

2. Understand the impact of corporate social responsibility policy on different stakeholders

Benefits to employees
- Improved working conditions
- Lack of discrimination
- Compliance with legislation

- Whistleblowing policy

Impacts on supply chain
- Ethics in production
- Responsible sourcing
- Reduced transport costs
- Reduced carbon footprint
- Use of technology in supply chain management

Impacts on business performance
- Improved sales
- Improved profits
- Conflicts of interest between stakeholders
- Competitive edge

Impacts on marketing strategy
- Ethical policies
- Brand differentiation
- Recognition of different cultures
- Cause related marketing campaigns Conflicts
- Customers willingness to pay more for ethical products
- Shareholders return on investment
- Increased costs

3. Be able to make recommendations for responsible business practice

Examples of businesses
- Manufacturing
- Financial services
- Hospitality
- Retail
- Not for profit

Voluntarism
- Response to pressure groups
- Effectiveness of voluntary practice

Changes to CSR policy
- Adapting business practice
- Ethical leadership
- Ethics in production and sales
- Engaging in corporate philanthropy
- Codes of conduct
- Environmental reporting

Different stakeholders
- Customers
- Shareholders
- Owners
- Suppliers
- Local communities

Impact of changes
- Enhanced public image
- Increased sales/profits
- Risk management
- Competitive edge
- Improved recruitment and retention of staff

4.2 Resource Management	
Unit aims	The aim of this unit is to provide an overview of the human and physical resources needed in a range of organisations, including those in the primary, service and manufacturing sectors, and provide an understanding of the impact of efficiency on the organisations. Learners will use this knowledge to review the effective use of resources within an organisation.
Unit level	4
Unit code	F/503/7083
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the key features of resource management	1.1 Analyse the differing resource requirements of organisations in different sectors of the economy 1.2 Outline key requirements relevant to resource management in organisations in different sectors of the economy
2. Understand the importance of the effective use of physical resources	2.2 Evaluate how the use of physical resources is monitored and managed 2.1 Evaluate the impact of resource wastage 2.3 Assess the costs of high profile technological failures 2.4 Assess the business case for the use of ethical and sustainable resources
3. Understand how to maximise the effectiveness of human resources	3.1 Assess the need for human resource planning in the workplace 3.2 Using motivational theories, analyse what motivates people 3.3 Evaluate the methods used to monitor and improve employee performance 3.4 Assess the effectiveness of reward systems in different contexts
4. Be able to review the effective use of resources	4.1 Monitor the use of physical resources against performance measures and procedures 4.2 Analyse data on employee performance 4.3 Report on the effective use of human and physical resources 4.4 Make recommendations to improve efficiency

Indicative Content

1. Understand the key features of resource management

Organisations
- Primary e.g. mining,
- Secondary e.g. Manufacturing, electronics, engineering
- Tertiary e.g. service industries e.g. tourism, finance, catering

Resource requirements
- Raw materials
- equipment
- Human resources/know how
- Technology
- Facilities
- Time

Requirements
- Compliance with legislation , codes of practice
  - Health and Safety e.g. hazardous substances
  - Environmental e.g. disposal, impact on environment,
    Employment e.g. diversity and inclusion, health and safety at work
- Storage facilities
- Waste/recycling systems
- Specialist training
- Management information systems

2. Understand the importance of the effective use of physical resources

Monitoring and management of physical resources
- Buying and ordering systems
- Schedules
- Preferred suppliers
- Just-in-time management
- Stock control systems

Impact of resource wastage
- Financial costs, reduced profits
- Need for disposal of excess/out of date stock
- Poor image e.g. public outcry at waste
- Goods not delivered/manufactured/supplied
- Loss of customer base
- Delays in production

Technological failures, for example:
- NHS computer system
- Fire service control centre system
- MOD procurement system

The business case
- Business profile/image
- Marketing advantage, competitor advantage
- Ethical and sustainable reasons

3. Understand how to maximise the effectiveness of human resources

Motivational theories
- Herzberg
- McGregor
- Maslow
- Expectancy Theory

Human resource planning
- Respond to change – in the organisation, to external factors
- Staff turnover
- Forecasting HR requirements
- Responding to employment trends
- At micro level – to organise staff e.g. terms of employment, staff rota's, holidays

Monitoring and improving employee performance
- Key performance indicators (KPIs)
- Appraisals
- Statistics e.g. sales figures
- Targets
- Customer feedback
- Training – internal and external

Reward systems
- Performance related pay
- Bonuses
- Advancement/promotion
- Status
- Share options

4. Be able to review the effective use of resources

Physical resources -performance measures
- Budget restraints
- Statistics e.g. sales figures
- Performance against targets

- Customer feedback, levels of positive and negative feedback/complaints, levels of returns
- Repeat sales
- Targets
- Key performance indicators (KPIs)

Data on employee performance
- Statistics e.g. sales figures
- Performance against targets
- Customer feedback, levels of positive and negative feedback/complaints, levels of returns
- Repeat sales

Report
- Written report or oral report

Recommendations
- Physical resources
- Human resources

4.18 Management of Activity Provision	
Unit aims	The unit develops student's knowledge of activity provision in health or social care and how it is managed. In many healthcare or social care situations, the evidence of positive physical and psychological benefits of activity provision to service users has been demonstrated. Situations include convalescence, care for those with learning difficulties, dementia care, child care and related fields. This course is suitable for anyone working in health and social care management with service users who may benefit from the structured provision of activities.
Unit level	4
Unit code	H/503/7190
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Students should research a specific area of interest within health or social care and plan activity provision for their chosen area. They should also evaluate activity provision within a specific health or social care situation.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of activity provision in health and social care	1.1 Explain the purpose and types of activity provision in health and social care 1.2 Analyse areas where activity provision might be beneficial 1.3 Analyse the benefits of activity provision in a specific area of health or social care 1.4 Analyse the roles of professionals that may help to support activity provision
2. Be able to plan activity provision for a specific area of health or social care	2.1 Develop objectives and goals for activity provision in a specific area of health and social care 2.2 Justify the types of activity provision that may be beneficial in a specific care situation 2.3 Develop a plan for activity provision in a specific care situation
3. Be able to identify resources required for activity provision and understand how to obtain them	3.1 Analyse resources required to meet the needs of activity provision planning 3.2 Explain how resources might be obtained to support activity provision
4. Be able to evaluate activity provision	4.1 Analyse methods of evaluating activity provision on an on-going basis 4.2 Explain use of benchmarking in activity provision 4.3 Carry out an evaluation exercise on activity provision in a specific area of health or social care

Indicative Content

1. Understand the importance of activity provision in health and social care Activity provision

- Importance
- What it is – everyday activities; occupations, tasks and activities; therapeutic nature of activity; social, physical, intellectual
- Evidence based practice

Areas where beneficial
- Dementia care
- Improving physical/mental ability
- Improving emotional ability
- Improving social skills

Benefits
- Physical
- Emotional
- Social
- Intellectual
- Evidence from research papers etc.

Professionals
- Occupational therapists
- Exercise professionals
- Counsellors
- Care workers

Subject experts e.g. art, crafts, dance etc.

Objectives and goals

- Setting realistic objectives in context of service offered, service user needs and abilities, resources available
- Requirements of specific area chosen

Types of activity – will depend on area chosen but should include:
- Social activities
- Physical activities
- Intellectual/Mental activities
- Individual/group activities
- Domestic, life skills, work and leisure activities
- Should consider interests and needs of service users

Planning considerations
- Environments
- Accessibility
- Cost

- Needs of service users
- Skills and abilities of team/staff
- Health and safety
- Safeguarding

2. Be able to identify resources required for activity provision and understand how to obtain them

Resources
- Physical
- Financial
- Human

Obtaining resources
- Making a case for resources
- Where to access resources
- Resources already available
- Limits of own authority
- Barriers to activity provision – e.g. staff time, cost
- Overcoming barriers
- Working with other professionals

3. Be able to evaluate activity provision

Evaluation
- Measuring benefits
- Engaging staff and stakeholders in evaluation
- Changing plans in response to evaluations
- Matching to aims and objectives
- Recording evaluations

Benchmarking
- Using benchmarking
- Identifying standards/other services for comparison
- Types of benchmarking, quality standards and best practice

Carrying out evaluation
- Researching an area of activity provision in a specific health and social care context of own choosing
- Designing information collection
- Analysing benefits and results

4.21 Administrative Services	
Unit aims	To develop an understanding of the range of administrative services that might be offered to managers or departments within organisations and to develop administrative skills.
Unit level	4
Unit code	J/503/7084
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will research the range and extent of administrative services and demonstrate administrative skills.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the range and diversity of administrative services	1.1 Explain the different administrative services which may be offered 1.2 Analyse the skills required to be effective in administrative services 1.3 Explain the challenges presented when offering administrative support to more than one manager or department 1.4 Explain the legal requirements relevant to administrative services
2. Be able to develop organisational systems	2.1 Evaluate the different types of filing systems 2.2 Set up and run a filing system 2.3 Set up and use a stock control system 2.4 Use a purchasing system 2.5 Explain the importance of keeping accurate records
3. Be able to support meetings and events	3.1 Plan meetings and events 3.2 Produce documentation for meetings 3.3 Analyse policies and procedures for setting up meetings and events 3.4 Recommend improvements to policies and procedures for setting up meetings and events
4. Understand the importance of effective communication in the workplace	4.1 Evaluate the suitability and effectiveness of different communication systems in the workplace 4.2 Analyse the role of technology in supporting effective communication in the workplace

Indicative Content

1. Understand the range and diversity of administrative services

Administrative services
- Clerical services
- Distributing information
- Supervising junior staff
- Record keeping
- Managing mail
- Diary management
- Supporting meetings/conferences and events
- Payroll
- Reception duties
- Customer service
- Premises management

Skills
- Communication
- Customer service
- IT
- Organisation
- Time management

Challenges
- Managing specific needs of different managers
- Adapting to different management styles
- Planning and prioritising
- Utilising technology to streamline processes

Legal requirements
- Data Protection Act
- Health and Safety at Work Act e.g. Display Screen Equipment Regulations
- Employment legislation

2. Be able to develop organisational systems

Filing systems

- Electronic /cloud
- Alphabetic
- Geographic
- Numeric
- Chronological
- Subject
- Stock control
- Bar coding
- Radio frequency identification
- Just in time
- First in first out

Purchasing
- Budget control
- Auditing
- Client relationship

Record keeping
- Sales ledger
- Purchase ledger
- Financial records
- Meeting notes
- Email records

3. Be able to support meetings and events

Meeting and event planning
- Physical or virtual venue
- Bookings
- Catering
- Timings
- Planning to budget
- Promotion/invitation
- Attendees

Meeting documentation
- Agenda
- Minutes
- Distribution lists
- Papers for the meeting

Analysis of policies and procedures for meetings and events
- Type of system
- Ease of use
- Budget versus cost
- Accessibility
- Fitness for purpose
- Reporting lines

4. Understand the importance of effective communication in the workplace

Different communication systems
- Meetings: e.g. team, department, whole organisation
- Meetings schedule
- Telephone
- Email
- Conferences
- Informal

Role of technology in supporting communication
- Internet
- Intranet
- Virtual meetings/conferences
- Strengths and weaknesses of different technologies

4.8 Planning a Work-Based Team Project	
Unit aims	To develop project management skills in the workplace.
Unit level	4
Unit code	K/503/7076
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will be required to develop a proposal for a work based team project, plan the project, implement the plan and evaluate the project.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to develop a proposal for a work based team project	1.1 Identify the aims and objectives of the project 1.2 Propose roles and responsibilities of team members 1.3 Identify constraints on the project 1.4 Propose ways of monitoring and evaluating the project
2. Be able to plan the work based team project	2.1 Plan the physical, financial and human resources needed for the project 2.2 Carry out a risk assessment for the project 2.3 Produce interim and completion timescales for the project
3. Be able to implement the plan for a work based team project	3.1 Carry out the plan according to assigned role and responsibility 3.2 Log activities carried out during the project 3.3 Log problems and solutions encountered during the project
4. Be able to present the results of the work based team project	4.1 Analyse data from the project 4.2 Apply findings from the project 4.3 Use a range of communication skills to present results
5. Be able to evaluate the project against the stated objectives	5.1 Evaluate their own performance 5.2 Evaluate the team's performance 5.3 Make recommendations for improvement for future projects

Indicative Content

1. Be able to develop a proposal for a work based team project

Aims and objectives
- Educational
- Organisational
- Personal development
- Team building
- Specific, measurable, achievable, realistic and timed (SMART)

Roles and responsibilities
- Project management
- Finance
- Legal/regulatory
- Task management
- Reporting

Constraints
- Financial
- Time
- Legal
- Risk
- Physical/resource based

Ways of monitoring the project
- Meetings
- Reporting
- Data analysis
- Interim appraisals

Ways of evaluating the project
- Success criteria
- Self-evaluation
- Peer evaluation
- Tutor evaluation

2. Be able to plan the work based team project

Physical resources
- Centre for project management
- Documentation
- IT facilities
- Telephone

Financial resources
- Budget
- Sources of funding
- Contingency

Human resources
- Allocation of team members' roles
- Job descriptions
- External expertise

Risk assessment
- Identification of risks
- Likelihood of risk
- Severity of risk
- Contingencies

Time management tools
- Critical path analysis
- Gantt charts
- PERT analysis
- Prince

3. Be able to implement the plan for a work based team project

    a. Roles and responsibilities
    b. Individual assigned tasks
    c. Support for other team members

Activity log
- record of tasks and actions during implementation of the project
- record of problems encountered and actions to resolve

4. Be able to present the results of the work based team project

Data analysis
- Data researched relevant to project
- Sales data
- Production data
- Customer profile data

Application of findings
- Relevance to aims and objectives
- Conclusions
- Supported recommendations

Communication skills
- Oral presentation skills
- Reporting formats
- IT skills
- Use of appropriate media

5. Be able to evaluate the project against the stated objectives

Evaluation methods
- Self-assessment
- Peer assessment
- Evaluation based on teacher assessment

Recommendations
- Ways of working as a team
- Personal performance for the organisation

4.15 Safeguarding Children and Young People	
Unit aims	To introduce learners to safeguarding and the individual's responsibilities in relation to promotion and management of effective safeguarding
Unit level	4
Unit code	L/503/7166
GLH	20
Credit value	5
Unit grading structure	Pass
Assessment guidance	An individual assignment supported by a series of presentations linked to a chosen service setting.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the context of safeguarding for children and young people	1.1 Define safeguarding 1.2 Explain the legislation that relates to safeguarding children and young people 1.3 Review how recent national and local policy developments in safeguarding affect day to day work with children and young people
2. Be able to review safeguarding for children and young people within a chosen service setting	2.1 Describe the policies and procedures required for effective safeguarding of children and young people in chosen service settings 2.2 Evaluate the policies and procedures in terms of fitness for purpose and legislative requirements 2.3 Produce recommendations for improvements to safeguarding of children and young people 2.4 Develop an action plan to support organisational improvements in relation to safeguarding of children and young people
3. Understand multi-agency approaches to safeguarding both regionally and nationally	3.1 Explain the rationale for joint work between agencies 3.2 Review guidelines for good practice and service standards applicable to joint working between agencies 3.3 Describe methods of promoting joint working 3.4 Review methods of evaluating joint working

Indicative Content

1. Understand the context of safeguarding for children and young people

Safeguarding
- keeping children and young people
- Difference between child protection and safeguarding
- protecting from physical, sexual and emotional harm
- safe recruitment

Legislation
- Child protection legislation for home UK nation (England/Northern Ireland, Scotland, Wales and EU directives that apply to all)
- Safeguarding children and young people legislation home UK nation (England/Northern Ireland, Scotland, Wales and EU directives that apply to all)

Policy developments
- Child protection training requirements
- Review of vetting and barring scheme
- Amalgamation of safeguarding bodies
- CRB checks
- Developments in safer recruitment

2. Be able to review safeguarding for children and young people within a chosen service setting

Policies and procedures
- Designated safeguarding person
- Designated safeguarding team
- Training requirements
- Safeguarding policies and promotion
- Links to external agencies
- Risk assessment
- Safe recruitment practice
- Data protection

Information sharing protocols
- Safe practices in recruitment
- Policies and procedures in relation to safeguarding for children and young people within own organisation
- Data protection in relation to records regarding safeguarding issues
- Information sharing protocols
- The Child at the centre of the system – the Munro report into Child Protection
- The Governments response to the Munro report

3. Understand multi-agency approaches to safeguarding both regionally and nationally

Agencies
- Local Children's Safeguarding boards
- Association of Directors of Children's Services
- The Independent Safeguarding Board
- Multi agencies involved in safeguarding adults and children's such as

    o Children's Social Care
    o Education
    o Community health
    o Mental health trust
    o Police
    o PCT/GP commissioning
    o Probation service
    o Housing

4.9 Finance for Managers	
Unit aims	To introduce learners to practical accounting and financial techniques that are useful to managers in business organisations.
Unit level	4
Unit code	M/503/7080
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the requirements and techniques for financial recording and reporting	1.1 Explain the purpose and requirement for keeping financial records 1.2 Analyse techniques for recording financial information in a business organisation 1.3 Analyse the legal and organisational requirements financial reporting 1.4 Evaluate the usefulness of financial statements to stakeholders
2. Understand how working capital can be effectively managed	2.1 Analyse components of working capital 2.2 Explain how business organisations can effectively manage working capital
3. Understand management accounting techniques	3.1 Explain the difference between management and financial accounting 3.2 Explain the budgetary control process 3.3 Calculate and interpret variances from budget 3.4 Evaluate the use of different costing methods for pricing purposes
4. Understand how to evaluate business projects	4.1 Demonstrate the main methods of project appraisal. 4.2 Evaluate methods of project appraisal 4.3 Explain how finance might be obtained for a business project

Indicative Content

1. Understand the requirements and techniques for financial recording and reporting

Purpose and requirement for financial records

- Legal requirements
- Tax requirements
- Internal control requirements

Financial recording
- Double entry bookkeeping (overview only)
- Day books and ledgers
- The trial balance
- Manual and computerised systems

Requirements for financial reporting
- Financial reporting requirements for sole traders, partnerships, limited companies and public limited companies.
- The financial statements (overview – not required to prepare accounts) – statement of financial position, statement of income, cash flow statement, notes to accounts.
- Users/stakeholders
- Usefulness of financial statements

2. Understand how working capital can be effectively managed

Working capital components
- Bank and cash balances
- Debtors
- Creditors
- Stock

Management of working capital
- Working capital ratios – calculation and evaluation

Ways to manage working capital – payment and collection cycles, stock control, overdrafts etc.

3. Understand management accounting techniques

Management and financial accounts
- Users
- Outputs – information required by managers
- Monthly/quarterly accounts

- Useful ratios

Budgetary control
- Purpose and content of budgets
- Cash flow forecasts
- Budgetary control process
- Importance of budgets for management
- Zero based budgeting, incremental budgeting
- Advantages and disadvantages of budgets

Variances
- Flexing the budget
- Calculating variances
- Explaining variances – financial and non-financial factors
- Reconciliation of budgeted to actual profit
- Advantages and disadvantages of variance analysis

Costing and pricing
- Classifying costs – direct/indirect, fixed/variable
- Calculating unit cost
- Dealing with overheads – full absorption costing and overview of other costing methods
- Pricing – cost plus, marginal cost, price takers etc.
- Breakeven – calculation and explanation
- Marginal costing

4. **Understand how to evaluate business projects**

Project appraisal methods
- Accounting rate of return
- Payback
- Net present value
- Internal rate of return

Evaluation
- Strengths and weaknesses of each method
- Non-financial factors – organisational goals and vision, time factors etc.
- Organisational preference

Obtaining project finance
- Sources of finance – internal and external
- Making a case for finance
- Providing assurances and project projections

4.14 Safeguarding Adults	
Unit aims	To introduce learners to safeguarding and the individual's responsibilities in relation to promotion and management of effective safeguarding
Unit level	4
Unit code	R/503/7167
GLH	20
Credit value	5
Unit grading Structure	Pass
Assessment guidance	An individual assignment supported by a series of presentations linked to a chosen service setting.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the context of safeguarding for vulnerable adults	1.1 Define safeguarding 1.2 Explain the legislation that relates to the protection of vulnerable adults 1.3 Review recent policy developments on approaches to safeguarding vulnerable adults
2. Be able to review policies and procedures for safeguarding of adults within a specific service setting	2.1 Describe the policies and procedures for the safeguarding of adults in a chosen service setting 2.2 Evaluate the policies/procedures in terms of fitness for purpose and legislative requirements 2.3 Produce recommendations for improvements to safeguarding of adults 2.4 Develop an action plan for organisational improvements in safeguarding vulnerable adults
3. Understand multi-agency approaches to safeguarding	3.1 Explain the rationale for joint work between agencies 3.2 Review guidelines for good practice and service standards applicable to joint working between agencies 3.3 Describe methods of promoting joint working 3.4 Evaluate methods of evaluating joint working

Indicative Content

1. Understand the context of safeguarding for vulnerable adults

Safeguarding
- Keeping children, young people and vulnerable adults safe
- Protecting from physical, sexual and emotional harm
- Safe recruitment

Legislation
- Safeguarding Vulnerable Groups Act 2006

Policy Developments
- Review of Vetting and Barring Scheme
- Amalgamation of Safeguarding bodies
- CRB checks
- Developments in safer recruitment

2. Be able to review policies and procedures for safeguarding of adults within a specific service setting

Policies and procedures
- Designated safeguarding person
- Designated safeguarding team
- Training requirements
- Safeguarding policies and promotion

Links to external agencies
- Risk assessment
- Safe recruitment practice
- Data protection
- Information sharing protocols

3. Understand multi-agency approaches to safeguarding

Agencies
- Association of Directors of Adults Services
- Local Adult Safeguarding boards
- The Independent Safeguarding Board Multi agencies involved in safeguarding adults such as
  - Education some vulnerable adults may also be parents and known to Children's Services
  - Community health, Mental health trust, Police o PCT/GP commissioning
  - Probation service
  - Housing

5.1 Manage Sustainability in an Organisation

Unit aims	To develop he knowledge, skills and techniques to be able to identify sustainability issues within an organisation and to put in place suitable management systems for legal compliance and corporate responsibility purposes.
Unit level	5
Unit code	F/503/5348
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners should carry out a sustainable development 'audit' on an organisation they work for or know and make recommendations for improvements. The exercise could also be carried out in the college environment or as a case study exercise.

Learning Outcomes. The learner will:	Assessment Criteria. The learner can:
1. Understand the issues relating to sustainability of an organisation	1.1 Examine the principles of sustainable development 1.2 Analyse current issues in relation to sustainability 1.3 Assess key sustainability issues affecting a specific organisation
2. Be able to apply legislation, regulations and guidance on sustainability to organisations	2.1 Analyse legislation, regulations and guidance on sustainable development issues 2.2 Evaluate the relevance of legislation, regulations and guidance to the sustainability of a specific organisation 2.3 Explain the application of sustainable development legislation, regulations and guidance on a specific organisation 2.4 Explain how business objectives are affected by ethical considerations 2.5 Evaluate the implications for a business and its stakeholders to operate ethically 2.6 Explain how business objectives are affected by ethical considerations
3. Be able to 'audit' the sustainability of an organisation	3.1 Research the specific areas for improvement in relation to sustainability 3.2 Analyse and report the findings of research on sustainability 3.3 Recommend improvements to sustainability
4. Understand how to establish environmental management systems for organisations	4.1 Determine appropriate environmental management standards for an organisation 4.2 Analyse environmental management standards to assess how they can be applied to an organisation 4.3 Design an environmental management system for an organisation 4.4 Explain how an environmental management system could be implemented within the organisation

Indicative Content

1. Understand the issues relating to sustainability of an organisation

Principles of sustainable development
Concepts of sustainable development (Brundtland Report, Agenda 21); corporate social responsibility and role of stakeholders; development of ideas around sustainable development; global and local issues; relationship to organisations; global organisations and interest – UN Earth summits etc.

Current issues
Current focus of sustainability agenda, Agenda 21 issues; examples of issues: climate change, fair trade, community issues, carbon footprints, carbon trading; how issues relate to and affect organisations, codes of practice

Specific businesses
Business activities and implications for sustainability; benefits to stakeholders; areas of relevance for specific businesses – global and local issues affecting and affected by business activities; examples of areas: carbon footprint, waste and water usage, use of natural resources, pollution, fair trade, organic farming, community issues, child labour issues; an understanding of environmental legislation – national and international; Act Local, Think Global idea; related costs e.g. taxation, cost of water use, cost of waste; importance to business of sustainability in relation to cost, social attitudes, compliance with law

2. Be able to apply legislation, regulations and guidance on sustainability to organisations

Legislation, regulations and guidance
UK, European and/or international legislation (relevant to learner context); areas of legislation and guidance e.g. carbon use, pollution, water use; planning issues; source of guidance and regulation – industry bodies, local authorities, government, organisations (e.g. soil association, climate change bodies); influence of pressure groups, social attitudes, moral issues; environmental management standards; impact of legislation, guidance and regulation on business; corporate social responsibility

Relevance and application
Relevance of legislation to specific businesses – industry, national, international regulation affecting businesses; impacts in terms of operations and costs

3. Be able to 'audit' the sustainability of an organisation

Research
Carrying out a sustainability 'audit' for an organisation to identify areas of relevance; ensuring compliance with legislation, regulation, codes of practice etc.; how sustainability can be improved – actions and policies to improve sustainability of business activities; example areas: water, waste, supply of materials and goods, use of natural resources, sales policies, transport, management of land and facilities, fair trade issues

Reporting
Report formats, making recommendations and indicating benefits, considering costs to the organisation

4. Understand how to establish environmental management systems for organisations

Environmental management standards
Appropriate standards e.g.ISO14000/14001, importance of standards, impact of standards, health and safety issues

Application of standards
Buy-in from senior management and stakeholders, practical implications of applying standards, relevance to specific operations

Environmental management systems
Systems design and implementation, reporting mechanisms to stakeholders

5.11 Working with Multi-Disciplinary Teams

Unit aims	This unit will help students develop the skills and knowledge required to build and lead multi-disciplinary teams and to build effective working relationships with other professionals. The unit is suitable for those working in healthcare, social care, children's services and other public services that require multi-agency or multi-disciplinary working. Stakeholders may be other organisations or agencies or service users.
Unit Level	5
Unit code	M/503/7189
GLH	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	Assignments according to awarding organisation guidance.

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 for stakeholders	2.1 Evaluate the strengths and weaknesses of multi-disciplinary teams for integrated service delivery 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 multi-disciplinary team working 4.2 Explain how to communicate effectively In multi-disciplinary teams 4.3 Explain how to promote equal opportunities in service delivery by multi- disciplinary teams 4.4 Explain how to engage stakeholders with multi-disciplinary teams

Indicative Content

1. Understand how to build and maintain working relationships with professionals from other disciplines

Key working relationships

- Multi-disciplinary relationships
- Multi-agency relationships
- Stakeholder relationships
- Key professionals in relation to a specific job role

Building and maintaining relationships
- Empathy with other key team members and stakeholders
- Conflict management skills
- Relationship building
- Communication skills
- Respect of professional boundaries
- Understanding limits of own role and roles of others
- Maintaining communication – to include types of
- Sharing information

Confidentiality issues – to include Data protection and safeguarding

2. Understand how to build and lead multi-disciplinary teams to achieve integrated service delivery for stakeholders

Strengths and weaknesses
- Definition of multidisciplinary teams
- Integrated service delivery – what it means
- Strengths e.g. range of skills available; co-ordinated service for service users; efficiency and effectiveness, accessibility
- Weaknesses e.g. compromise may be required; integration may be difficult; different agencies/disciplines may have different objectives
- Integrated service delivery – what it means

Team building, leading and motivating
- Team building skills
- Communication skills
- Group dynamics
- Analysing roles and responsibilities
- Analysing different skill sets of team members
- Negotiation and mediation
- Motivating teams and individuals
- Setting team objectives
- Finding complementary procedures and perspectives

- Finding opportunities to learn about one another
- Harnessing common motivation to meet stakeholder needs
- Developing professional understanding –to include reflection and cpd
- Creating vision

Leading multi-disciplinary teams
- Group dynamics
- Setting roles and responsibilities
- Providing direction and setting team objectives
- Finding complementary procedures and perspectives
- Finding opportunities to learn about one another
- Harnessing common motivation to meet stakeholder needs

3. **Understand how to overcome barriers to multi-disciplinary working**

Barriers
- Analysing barriers and their relative importance
- Barriers e.g. different working practices; different objectives; lack of suitable accommodation; lack of resources; professional codes of practice specific to individuals; attitudes of team members; ineffective communication; professional hierarchies; stereotypes.

Impact of barriers
- Lack of coherency of services
- Conflicts of interest
- Lack of focus on key objectives
- Stakeholder needs not met
- Safeguarding and Health and Safety issues
- Confidentiality breaches
- Ways of evaluating impacts

Overcoming barriers
- Developing common focus
- Taking responsibility
- Focussing on stakeholder needs
- Dealing with professional difference and conflict
- Developing common ways of working
- Developing lines of communication
- Respecting professional skills and boundaries
- Feedback and reflection

4. Understand how to communicate with team members from other disciplines and with stakeholders

Practical issues
- Different terminologies and terms of reference
- Separate work locations and few opportunities to meet
- Different reporting lines
- Issues of confidentiality
- Record keeping - may be different organisations, different documentation, different procedures
- Data protection issues

Effective communication
- Developing common terminology and terms of reference
- Establishing a common structure and approach to communication
- Sharing information and good practice
- Overcoming professional differences
- Using different methods of communication effectively
- Managing team meetings

Equal opportunities
- Identification of relevant stakeholders
- Establishing a two way communication process
- Impact of equal opportunities legislation
- Working with different policies and attitudes
- Ensuring common access and service for all stakeholders
- Following recognised Codes of Practice

Stakeholder engagement
- Presenting a common front to stakeholders
- Establishing contact points for stakeholders
- Supporting stakeholders to communicate their needs
- Ensuring stakeholders understand roles and responsibilities of teams and team members
- Involving stakeholders in decision making

4.10 Planning a New Business Venture	
Unit aims	The aim of the unit is to develop business planning skills. These skills can be applied to either a small micro enterprise or a new venture within an existing company. To use these skills effectively learners will need to develop an understanding of business types and those factors that determine the success or otherwise of any new venture, including research of the market, how to develop the business case and how to pitch it.
Unit level	4
Unit code	R/503/7072
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance.

Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the different types of business organisations	1.1 Analyse the potential benefits, limitations and risks associated with different types of business organisations 1.2 Analyse sources of finance for different types of business organisations 1.3 Evaluate the legal considerations relevant to planning a business venture
2. Understand factors that determine market potential	2.1 Analyse market conditions that impact on setting up a new business venture 2.2 Analyse gaps in the market for potential products 2.3 Analyse target markets for a business venture
3. Be able to develop a business case	3.1 Develop the mission, vision, aims and objectives of the business 3.2 Interpret external factors to justify need for your business product 3.3 Specify the business product to meet needs 3.3 Propose business structures and systems that will deliver business aims and objectives 3.4 Produce business planning forecasts based on targets 3.5 Identify business responses if targets not met
4. Be able to pitch a business proposal	4.1 Pitch for funding for a business proposal 4.2 Present documentation to support your pitch

Indicative Content

1. Understand the different types of business organisations

Business types e.g. sole trader, partnerships, companies – unlimited and limited, PLC

- Potential benefits – ownership, control, managing risk
- Potential limitations – growth, image, operations, finance
- Potential risks – unlimited liability, loss of control e.g. to shareholders, closure, bankruptcy/insolvency

Types of business organisations

- Sole trader - Personal finance, savings, profit
- Partnership – profits,
- Unlimited company - Personal finance, savings, profit
- Limited company – profits, share, floating
- PLC – shares, reissues

Sources of finance

- Savings, loans, profit, share capital, floatation, private equity

Legal considerations

- Health and safety
- Environmental
- Employment and redundancy
- Contract
- insurance

2. Understand factors that determine market potential

Market conditions

- PEST (Political, Economic, Social/Ethical, Technical)
- Competitor analysis e.g. characteristics and strategies of the competition
- estimating the market size

Gaps

- For the new products or services
- Emerging trends e.g. due to aging population, as a result of new technology
- Changing requirements

Target markets

- Socioeconomic
- Age
- Gender
- Occupation
- Sources of finance
- Special factors
- Personality indicators
- Geographical

3. Be able to develop a business case

Develop vision/aims and objectives (in relation to….)
- Market conditions
- Target market
- Market gaps

External factors
- PEST (political, economic, social, technological)
- Gap analysis
- Market conditions

Specify
- The product e.g. details, dimensions, purpose, longevity, target market, international or national market, pricing, distribution and marketing

Business structures and systems
- Organisational structure
- Resource management systems
- Communication and customer service
- Technology requirements/systems

Forecasts
- Financial forecasts
- Physical forecasts
- Sales forecasts
- Short and longer term

Business responses
- Use of contingency funds
- Closure
- Insolvency and bankruptcy
- New markets
- More funding

4. Be able to pitch a business proposal

Pitch
- Present persuasive case
- Provide supporting documentation

Present documentation
- Vision and aims
- Needs and target market
- Business systems
- Forecasts

4.24 Empowering Users of Health and Social Care Services

Unit aims	To develop an understanding of how through the design and review of legislative and management systems, providers can empower service users in promoting their individual rights of participation and independence.		
Unit level	4		
Unit code	D/601/1598		
GLH	60		
Credit value	15		
Unit grading structure	Pass		
Assessment guidance	N/A		

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 skills standards influence organisational policies and practices for promoting and maximising the rights of users of health and social care services 1.2 Analyse factors that may affect the achievement of promoting and maximising the rights of users of health and social care services 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 in the administration of medication is essential for users of health and social care services	4.1 Review current legislation, codes of practice and policy that apply to the handling of medication 4.2 Evaluate the effectiveness of policies and procedures within a health and social care setting for administering medication

Indicative Content

1. Understand how the design and review of services promotes and maximises the rights of users of health and social care services

Current legislation includes those pieces of legislation that govern the way in which areas of health and social care are organised and managed in own country. Legislation can be national and/or local governance (interpretive) Examples should include:

- Legislation from own country governing Health and Social Care provision and practice covering:
    - Mental Health
    - Health and social care regulations
    - Care standards
    - Data protection
    - Disability discrimination, Equal opportunities and Inclusion

- Examples of UK Legislation:
    - Health & Social Care Act 2008(Regulated Activities) Regulations 2010)
    - Health & Social Care Bill 2011
    - Personal Care at Home Act 2010
    - Health Act 2009
    - Mental Health Act 2007
    - Care Standards Act 2000
    - Data Protection Act 1998
    - Disability Discrimination Act 1995
    - Children Act (1989, 2004) including associated Acts and regulations governing children in Care

Sector skills standards – any skills or guidance issued by the sector to guide how individual rights are promoted within health and social care.

Factors affecting achievement in promoting the rights of users should include:
- Discrimination
- Situations of positional power of service providers
- Interpretations and miscommunications
- Finance
- Physical resourcing (human resources; equipment; facilities)
- Feasibility relating to health and safety issues

In considering how communication between care workers and individuals can contribute to promoting and maximising the rights of users. Learners should consider:

- Types and forms of communication (verbal and non-verbal)
- Knowledge and expertise of care worker.
- Multi agency working
- Giving service users a voice and taking concerns seriously
- Accuracy and timeliness of communication

2. Understand how to promote the participation and independence of users of health and social care services

Factors contributing to loss of independence, non-participation and social exclusion should include:

- Dependence due to illness/disability
- Choice
- Constraint of rights
- Health and Safety
- Race, religion, culture, language
- Mental and emotional wellbeing
- Isolation (environmental)
- Behaviours and attitudes of carers and service users
- Access

Management of systems and processes to promote independence, participation and inclusion should include:

- Policy in own country (health and safety, equal opportunities, safeguarding, administration of medication, registration regulations (QCC)).
- Internal processes (daily routines, activities and resources provided by the organisation that promote independence and participation).
- Continual professional development (CPD)
- Monitoring and reviewing strategies

Individuals in health and social care settings have rights which include:

- The right to be treated politely and with dignity
- The right to privacy
- The right to deal with your own finances
- The right to eat food and worship according to own religion
- The right to choose the food that you eat
- The right to complain
- The right to independence

Tensions arise when service users are unable to meet the needs of individuals due to various factors. To balance the rights and needs of individuals including:

- The service user needs and rights as balanced against statutory legislative frameworks
- Risk assessment
- Physical ability of service user
- Resistance and resentment
- Balancing rights and needs with policy such as Health and Safety

3. Understand the responsibility of managing and monitoring risks in health and social care settings

A Case study is a detailed description that concentrates on one thing, looking at it in detail. A case study could focus on a service user in a health and social care setting and how the setting meets the needs of the individual and how it protects the individual from risk of harm (includes abuse and neglect as well as failure to protect individuals)

Policies and procedures and managerial approach should include examples of the types of policy and procedures adopted by the organisation (health and safety, risk assessments, safeguarding) and how management ensure compliance throughout the organisation by both service providers and users.

4. Understand how good practice in the administration of medication is essential for users of health and social care services

Legislation and Codes of practice are those that regulate the way in which medication is stored and handled in health and social care settings. To include the following or equivalent (where applicable) in own country:

- Misuse of Drugs Act (1971),
- Misuse of Drugs Regulations (2001)
- National Minimum Standards for Care Homes for Adults (18-65) DoH 2003
- Care Homes Regulations 2001
- The Administration and Control of Medicines in Care Homes and Children's Services (RPSGB) 2003
- The Safe Management of Controlled Drugs in Care Homes CSCI. Professional Guidance 2008

Evaluating effectiveness should include consideration of:
- The level of acceptable and unacceptable risk
- Assessment of risks
- Procedures in line with local policy in organisation
- Leadership style
- Whistleblowing
- Recording and monitoring
- Storage and checks

4.25 Health and Safety in the Health and Social Care Workplace

Unit aims	To develop an understanding of the risks and responsibilities of health and safety in the health and social care workplace.
Unit level	4
Unit code	K/601/1569
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	N/A

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how health and safety legislation is implemented in the health and social care workplace	1.1 Review systems, policies and procedures for communicating 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 care workplace for the management of health and safety in relation to organisational structures 1.3 Analyse health and safety priorities appropriate for a specific health and social care workplace
2. Understand the ways in which health and safety requirements impact on customers and the work of practitioners in the health and social care 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 health and social care practice and its customers 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 social care workplace
3. Understand the monitoring and review of health and safety in the health and social care workplace	3.1 Explain how health and safety policies and practices are monitored and review 3.2 Analyse the effectiveness of health and safety policies and practices in the workplace in promoting a positive, healthy and safe culture 3.3 Evaluate own contributions to placing the health and safety needs of individuals at the centre of practice

Indicative Content

1. Understand how health and safety legislation is implemented in the health and social care workplace

Basic health and safety concepts
- Hazards and risks
- Concept of minimising risk
- Responsibility and liability
- Accident prevention and protection from harm

Legislation – Current legislation in force in own country. For example,
Relevant legislation in UK includes: e.g.:

- Health and Safety at Work Act 1974, and secondary legislation enshrined under the 1974 Act including:
- Health and Safety (First Aid) Regulations 1981
- Management of Health and Safety Regulations 1999
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995,
- Control of Substances Hazardous to Health (COSHH) 2004 (as amended)
- Manual Handling Operations Regulations 1992,
- Food Safety Act 1990
- Workplace (Health, Safety and Welfare) Regulations 1992
- Personal Protective Equipment at Work Regulations 1992
- Electricity at Work Regulations 1989
- Food Safety (General Food Hygiene) Regulations 1995

Other legislation in the UK or equivalent in own country should include:
- Health and Social Care Act 2008
- Care Standards Act 2000
- Mental Health Act 2007
- Disability & Equality Act 2010
- Children Act 2004
- Childcare Act 2006

Systems, policies and procedures
- Health and safety management systems and standards
- Health and safety policies and application
- Health and safety procedures – implementation, responsibility and training
- Compliance with legislation and guidelines
- Record keeping
- Auditing, reviewing and monitoring systems

Responsibilities

- Who has responsibility – employers, employees, appointed officers, individuals, carers, others having access to service users and provision
- Responsibilities e.g. following procedures, working safely, training of staff, provision of safety equipment, ensuring compliance with new legislative requirements, safety of workplace, visitor safety

Priorities in specific workplaces to consider
- Safety of staff
- Safety of service users
- Safety of visitors

2. Understand the ways in which health and safety requirements impact on customers and the work of practitioners in the health and social care workplace

Concept of risk assessment
- Requirement for risk assessment
- Identifying potential hazards and risks e.g. infection, fire, trips and falls, food risks etc.
- Identifying who might be harmed and how
- Implement and monitor controls
- Record risk assessment
- Review and update

Risk assessment and care planning
- Assessing risks for individuals
- Meeting health and safety needs
- Acceptable risk/ risk-benefit analysis

Impact
- How needs are met within policy
- How policy affects care service
- Implications of not managing health and safety: risk of harm and/or illness; legal implications; failure to meet needs

Dilemmas
- Determining and taking responsibility
- Balancing risk against benefits
- Resistance of service users, carers and others in compliance
- Being over/under-protective of service users
- Providing adequate resources to meet health and safety needs
- Identifying health and safety priorities

3. Understand the monitoring and review of health and safety in the health and social care workplace

Monitoring and review
- On-going monitoring of risks and controls
- Reviewing and auditing risks and controls
- Making adjustments to systems, policies and procedures as a response to review
- Record keeping

Positive, healthy and safe culture
- Support of policies by all levels of management
- Training and compliance of staff throughout organisation
- Regular review and updating of policies and training
- Promotion of health and safety at all levels

Individual contribution
- Understanding limits of own responsibility
- Taking responsibility
- Ensuring own and other's health and safety in accordance with organisational policy and procedure.
- Reporting potential hazards and identified issues

5.7 Employability Skills	
Unit aims	
Unit level	5
Unit code	A/601/0992
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	N/A

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to determine own responsibilities and performance	1.1 Develop a set of own responsibilities and performance objectives 1.2 Evaluate own effectiveness against defined objectives 1.3 Make recommendations for improvement 1.4 Review how motivational techniques can be used to improve quality of performance
2. Be able to develop interpersonal and transferable skills	2.1 Develop solutions to work-based problems 2.1 Communicate in a variety of styles and appropriate manner at various levels 2.3 Identify effective time-management strategies
3. Understand the dynamics of working with others	3.1 Explain the roles people play in a team and how they can work together to achieve shared goals 3.2 Analyse team dynamics 3.3 Suggest alternative ways to complete tasks and achieve team goals
4. Be able to develop strategies for problem solving	4.1 Evaluate tools and methods for developing solutions to problems 4.2 Develop an appropriate strategy for resolving a particular problem 4.3 Evaluate the potential impact on the business of implementing the strategy

Indicative Content

1. Be able to determine own responsibilities and performance

Own responsibilities and performance objectives

- Personal responsibilities: Direct and indirect positive relationships, internal and external communication, adaptability and flexibility, open to learning and development, communication and interpersonal relationships

- Professional responsibilities: business ethics, employment legislation, employment rights and responsibilities, problem solving, decision making

- Performance objectives: Career and professional planning (short, medium and long term planning), targets e.g. for improvement and promotion

Evaluate effectiveness
- monitoring performance objectives: planning, self-reflection, asking for feedback
- self-appraisal and staff appraisal: including uses of performance appraisals salary levels and bonus payments, promotion strengths and weaknesses, training needs, organisational criteria/data

Recommendations for improvement
- recommendations: including leadership and management development, further and continuing training, communication and interpersonal relationships, time management, stress management, ability to prioritise
- based on self-knowledge and feedback from others: including staff, management

Motivation and performance
- Motivational techniques: including empowering, incentivising, praise, rewarding, promoting, improving facilities (Herzberg's hygiene factors)
- Application of motivational techniques: including team briefing, appraisal, spending money, empowering
- Quality of performance: including increased productivity, self-motivation and job satisfaction

2. Be able to develop interpersonal and transferable

Skills Solutions to workplace problems
- Training: refreshing skills and techniques, development training (CPD),

- Team building: improving staff relations and communication
- Use of professional expertise: external contractors, technical, financial, trouble-shooting expertise
- Additional recruitment: staff, management
- Re-organisation: change of staff and management structure

Problem solving: problem analysis, researching and information gathering of changes and issues in the workplace, acting on the information, generating solutions, choosing a solution

Communicate in a variety of styles and appropriate manner

- Verbal and non-verbal: open and positive, formal and informal, responsive and pro-active
- Body language: awareness and use of body language
- IT and social media: Email, Skype, Facebook, Twitter, Asynchronous methods
- Situations: Meetings e.g. management, team briefings and meetings, customer/consumer facing
- Appropriate manner: Interpersonal skills including personal effectiveness, working with others, use of initiative, negotiating skills, assertiveness skills, social skills

Time management strategies

- Strategies: Prioritising workload, setting work objectives, making and keeping appointments, working steadily rather than erratically, not procrastinating, making time for learning, reliable estimate of task time, work-life balance, delegation, communication of workload issues to others

3. Understand the dynamics of working with others

Working with others to achieve shared goals

- Roles within a team: Leader, motivator, facilitator, organiser, challenger, co-operator, optimist, pessimist
- Situations: informal and formal settings, team/group purpose,

Team dynamics

- Dynamics: positive, negative, easy going, friendly, challenging, conflicting, supportive, management style (e.g. authoritative, consultative, laissez faire), impact on team/levels of motivation, levels of dominance, alternative ways

5.15 Personal and Professional Development	
Unit aims	The aim of this unit it to develop confidence in the learner to successfully manage their personal and professional skills in order to achieve their career goals.
Unit level	5
Unit code	T/601/0943
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	N/A
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand how self-managed learning can enhance lifelong development	1.1 Evaluate approaches to self-managed learning 1.2 Propose ways in which lifelong learning in personal and professional contexts could be encouraged 1.3 Evaluate the benefits of self-managed learning to the individual and organisation
2. Be able to take responsibility for own personal and professional development	2.1 Evaluate own current skills and competencies against professional standards and organisational objectives 2.2 Identify own development needs and the activities required to meet them 2.3 Identify development opportunities to meet current and future defined needs 2.4 Devise a personal and professional development plan based on identified needs
3. Be able to implement and continually review own personal and professional development plan	3.1 Discuss the processes and activities required to implement the development plan 3.2 Undertake and document development activities as planned 3.3 Reflect critically on own learning against original aims and objectives set in the development plan 3.4 Update the development plan based on feedback and evaluation
4. Be able to demonstrate acquired interpersonal and transferable skills	4.1 Select solutions to work-based problems 4.2 Communicate in a variety of styles and appropriate manner at various levels 4.3 Evaluate and use effective time management strategies

Indicative Content

1. Understand how self-managed learning can enhance lifelong development

Self-managed and lifelong learning
- Approaches to learning continuing professional development e.g. off-site training, on-the-job training, mentoring and coaching, research based learning, team learning, professional networks.
- Learning theory - Kolb learning cycle; learning styles analysis
- Managing learning - Identifying and setting learning goals and aims; planning how to achieve these, setting timescales and review points.
- Industry learning – specific qualifications, training, apprenticeships etc. required and available for specific job roles and where to find information.

How lifelong learning might be encouraged
- Explanation of the benefits, incentives such as promotion, time off work to study, payment of fees
- Organisational culture where learning is valued, encouraged and facilitated
- Availability and ease of access, credit accumulation

Benefits of self-managed learning
- Benefits to self – self-confidence, career progression, personal development-improvement in knowledge, understanding and skill.
- Benefits to organisation – delivering business results more effectively and efficiently e.g. skilled employees, meets succession planning needs, satisfied employees, staff retention, attracting new employees.

2. Be able to take responsibility for own personal and professional development

Skills auditing
- Personal profile
- Identifying skills and attributes – personal skills, industry and job skills, management and leadership skills etc.
- Matching skills and attributes to industry/current job/desired job role, including identification of skill gaps

Personal development needs and activities required to meet them
- Development needs and opportunities available –training available, learning programmes and activities
- Mentoring, coaching
- Career progression, secondments, job swops.

Personal development plan
- Setting aims and objectives for a personal development plan, for example identifying the purposes of the development and the goals
- Setting timescales for achievement, monitoring progress with achieving goals
- Action plans

3. Be able to implement and continually review own personal and professional development plan

Implementing development plans
- Time planning/ planning learning sessions
- Consideration of what forms of training/learning are available and appropriate e.g. short course, distance learning, blended learning, full-time or part-time study
- Organising and undertaking activities
- Availability of funding
- Practical issues – time away from work etc.
- Study skills – note taking, self-assessment

Documenting progress
- Evidence – suitable evidence of formal, informal, on-the-job learning
- Portfolio building: how to build a portfolio; meeting evidence requirements; CVs; transcripts.

Reviewing and updating development plans
- Reviewing and evaluating achievements against aims and objectives and timescales
- Reflective learning, reflective diaries
- Obtaining and using feedback
- Evidence of achievements
- Reviewing and amending learning plans
- Building in review dates

Setting criteria for measuring achievement – for formal and informal development activities

4. Be able to demonstrate acquired interpersonal and transferable skills

Problem identification and solution selection
- Problem identification e.g. relationships with colleagues, line manager, difficulties with aspects of role, interaction with other departments, time management, conflict resolution
- Problem solving
- Taking time to properly understand the problem and clarifying your thinking
- Decision making
- Initiative and taking control of a problem
- Acting within boundaries of own authority

Communication
- Verbal communication skills – speaking skills, discussion skills, presentation skills
- Non-verbal communication – body language, gestures, expressions etc. Using and reading non-verbal signs.
- Written communication skills appropriate to the media used e.g. formal reports, emails
- Effective listening skills
- Negotiation skills
- Working effectively with others – team building, discussions, social skills

Time management

- Prioritising work - distinguishing between urgent and important. Taking account of who asks for the work to be completed.
- Taking account of availability of others
- Taking account of resources required
- Setting work objectives
- Meeting objectives - estimating times for tasks, using time effectively including planning when particular activities need to be worked on

Sharing workloads, delegating tasks

5.16 Contemporary Issues in Health and Social Care

Unit aims	To develop the skills to research how contemporary issues of public concern relating to health and social care are identified and presented in the public domain. To develop an understanding of the role the media plays in presenting information to the public and how the media can be used to influence the attitudes and behaviours of people.		
Unit level	5		
Unit code	A/601/1639		
GLH	60		
Credit value	15		
Unit grading structure	Pass		
Assessment guidance	N/A		

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how information relating to health and social care gives rise to issues of concern to the public	1.1 Explain how information relating to health and social care reaches the public domain 1.2 Analyse different techniques for disseminating information relating to health and social care 1.3 Evaluate how the different ways in which information relating to health and social care is presented can influence the attitudes, thoughts and behaviour of people
2. Understand how issues of public concern related to health and social care are presented in the media	2.1 Explain ways in which the media may be used to influence the attitudes and behaviour of people in relation to health and social care issues 2.2 Evaluate how the public can assess the reliability and validity of media information about health and social care
3. Be able to carry out research into different perspectives on a specific issue relating to health and social care	3.1 Carry out research into different perspectives on a specific issue relating to health and social care 3.2 Monitor how different perspectives gleaned from reliable sources on a specific health and social care issue have changed over time 3.3 Assess the relevance of the findings to health and social care practice locally 3.4 Analyse the factors that have influenced the development of different perspectives over a period of time
4. Understand the likely influence contemporary perspectives on health and social care issues will have on the development of services	4.1 Analyse the extent to which local attitudes reflect those found at a national level 4.2 Evaluate the validity of public attitudes and behaviours in relation to a specific issue 4.3 Justify possible consequences of contemporary thinking for health and social care provision and services

Indicative Content

1. **Understand how information relating to health and social care gives rise to issues of concern to the public**

Information that is in the public domain is any information that is openly available for all to access. This will include information such as financing and resourcing, results of government inquiries, political debates.

Examples of how information reaches the public should include:
- Processes such as passing of bills/legislative intention through government
- Whistle blowers
- Pressure groups
- Charity organisations including Oxfam; Unicef

Techniques for disseminating information to include:
- Forms of media such as press releases; television news broadcasts; internet
- Practices within own organisations such as formal and informal meetings, newsletters
- Formal communications (text, letter, email, fax, policy)
- Word of mouth

The way in which information is presented in the public domain can affect the way in which it is perceived and accepted by people. For example information that reflects a popular view may be more positively received than information that is ill conceived

2. **Understand how issues of public concern related to health and social care are presented in the media**

The media should include:
- Newspapers/magazines
- Television/satellite
- Internet
- Pressure groups and activists
- Cinema

Reliability and validity of information can be verified by identifying:
- Authenticity of author
- Date of publication
- Publication location
- Original source (peer reviewed journals; books; copyright material)

Sources may include:
- The Information Standard
- Sources such as government policy and legislation – bear in mind ideological perspective of political parties
- Professionals such as psychiatrists, psychologists, NHS, multi-agency teams
- Historical documentation from sources that are trusted

- Peer reviewed journal articles from established journals/text.

- Examples of unreliable sources being those which cannot be authenticated can include:
    - Websites that can be accessed and edited by the public
    - Newspapers or other form of press where material is subjective and can be used to incite emotions positively or negatively.

3. **Be able to carry out research into different perspectives on a specific issue relating to health and social care**

Research should include:
- Identifying a specific issue
- Different perspectives to include both possible negative and positive outcomes
- Critically evaluating the possible negative and positive outcomes
- Identifying reliable sources (literature) to inform research

Specific issues are those that are identified through themes and trends at a local and/or national level and those driven by a political or welfare reform. They can be:

- Political perspectives leading to legislative frameworks
- Service user feedback
- Historical development of health care and health care practices
- Change driven by funding issues such as rationing and planning for improvements
- Local need
- Needs identified by pressure groups, activists and charitable organisations.

In assessing the relevance learners should consider the impact of findings on own/local provision and the implications for the development of the service.

Factors should include:
- Public opinion
- Government policy and finance
- Local issues and needs
- Historical factors showing change over time
- Cultural and other global factors

4. **Understand the likely influence contemporary perspectives on health and social care issues will have on the development of services**

Local vs. national level
There are instances where local needs do not reflect national needs. The impact of national perspectives on local attitudes should include:

- How National policy and directives relate to local specific issues.
- Finance and resourcing whether money should follow a population trend or the person

    o Supply and demand
    o Prevalent trends
    o Demographics (difference between local and national needs)

Validity of public attitudes and behaviours - should consider the source of the specific issue and reliability. In some cases specific issues are subjective and lack factual substance.

Possible consequences must include:
- Resistance to change
- Reform change and modernisation
- Discrimination on grounds of gender, race religion etc.
- Funding and resourcing (both profit and loss)
- Impact on individual service users in accessing provision
- Benefits to service users and economy

4.12 Study Skills	
Unit aims	This unit will develop learners understanding of the research process, good academic practice and the potential pitfalls. Learners will develop and understanding of the types and sources of information and the skills to use them and to communicate their findings following good academic practice. Leaners will also develop their understanding of how to continue their personal development through the process of self-reflection.
Unit level	4
Unit code	T/503/4455
GLH	24
Credit value	10
Unit grading structure	Pass
Assessment guidance	The assessment of the unit will be 100% portfolio-based.
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand and utilise different sources of information to support learning.	1.1 To identify and access information resources needed to fulfil different academic tasks 1.2 Identify and utilise different sources of primary and secondary information 1.3 Explain and demonstrate competence in the use of electronic learning resources 1.4 Evaluate the merits of different sources of information and resources available to support the learning process
2. Understand and apply a range of key learning skills.	2.1 Explain and utilise a repertoire of reading and note-making skills and techniques 2.2 Demonstrate a competency in stages of the academic writing process from initial research through composition to revision of drafts 2.3 Evaluate and demonstrate competency in different forms of communication used in an academic environment
3. Understand the principles and values of good academic practice	3.1 Explain different forms of plagiarism and unfair academic practice and seriousness 3.2 Explain and deploy the Harvard system of referencing to ensure consistent and appropriate referencing of sources 3.3 Evaluate and use anti-plagiarism software as a tool to improve academic practice
4. Understand the concept and value of self-reflection in personal development and learning	4.1 Explain the concept of reflective learning and its use in personal development 4.2 Self-analyse using a personal audit SWOT analysis to develop and apply SMART personal objectives 4.3 To understand and demonstrate independent learning and time management skills

Indicative Content

1. **Understand and utilise different sources of information to support learning**

Information resources
- Learning resource centre
- Libraries
- Internet
- Journals
- Supervisor
- Other academics, technical staff, post graduate colleagues
- Computer based research programmes

Primary and Secondary information

Primary
- Experiments
- Interviews
- Observation
- Questionnaires

Secondary
- Journals, texts
- Internet
- Other published literature

Electronic Learning resources
- Tutorials
- Courses
- E-books
- E-journals
- Notes, guidance, essays
- Access to on line libraries

Merits of sources of information and resources
- Authenticity / validity
- Accessibility
- Price
- Level of expertise /training required (e.g. for electronic tools)

2. **Understand and apply a range of key learning skills.**

Reading and note making skills and techniques
- Accurate recording of results/data
- Unbiased recording of results/data
- Detailed keeping record of details
- Clarity
- Regular note taking
- Regular transfer into format suitable for inclusion in final report/thesis
- Use of record card/notebook
- Date all records
- Coding systems
- Skim reading

Academic writing process
- Planning – length, concepts/findings to convey, background info required, data, format/structure, style, number and content of illustrations
- Drafting to a formal structure –
  - Abstract
  - Introduction
  - Results and Discussion
  - Conclusions
  - Use of figures diagrams and tables
  - Bibliography
    - References
- Redrafting
- Proof reading – for logic/flow of ideas, content, style, grammar, format

Forms of communication used
- Progress reports
- Summaries of research
- Abstracts
- Draft manuscripts of papers
- Reports/ thesis
- Presentations
- Viva voce

3. Understand the principles and values of good academic practice

Plagiarism and unfair academic practice
- Quoting others without acknowledgement including text, statistics, tables etc.,
- Summarising or paraphrasing without acknowledging
- Copying from another student
- Collaborating and presenting others work as own
- 'Buying' work and presenting as own

Harvard system
- Within text
- Reference list
- Bibliography including e-books, internet pages

Anti-plagiarism software
- Select software
- How to use
- Produce report

4.19 Management of Health and Social Care Provision	
Unit aims	To be an effective manager in health and social care requires a need to supervise and manage provision and lead and support others. This unit will develop student's knowledge, skills and understanding of the role of a manager in managing provision and practice in health and social care in ways that continually improve what is delivered. This unit is suitable for those working or intending to work in healthcare, social care, children's services and related areas.
Unit level	4
Unit code	M/503/7192
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignment according to awarding organisation guidance

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand approaches to managing practice and provision in health and social care	1.1 Analyse the roles and responsibilities of managers in health and social care provision 1.2 Analyse how to effectively prioritise and delegate work 1.3 Explain how to identify the skills required in management roles in one area of health or social care provision and how these can be achieved
2. Understand the context of health and social care management	2.1 Evaluate current legislative, statutory and non-statutory frameworks relating to health and social care provision 2.2 Analyse management systems and practices for complying with legislative, statutory and non-statutory frameworks in one area of health or social care provision 2.3 Evaluate policies to improve provision within chosen area of health or social care
3. Be able to identify areas for improvement of practice and provision within an area of health or social care	3.1 Evaluate areas for improvement of practice and/or provision in line with current legislative, national and local policy 3.2 Review strategies for improvement justifying your decisions with evidence based practice 3.3 Analyse systems for monitoring and reviewing policy and practice in line with current legislative statutory and non-statutory frameworks
4. Be able to manage others in an area of health or social care	4.1 Analyse the possible organisational structures in an area of health or social care 4.2 Analyse the roles and responsibilities of individuals in these structures and how these are governed by statutory frameworks 4.3 Evaluate ways of fostering team working

	environments
	4.4 Explain how to bring about continual professional development amongst teams through an ethos of reflection and development

Indicative Content

1. Understand approaches to managing practice and provision in health and social care

Role and Responsibilities
- Identify role and responsibilities of managers in health and social care
- Relate to current theoretical management models
  - Styles of Management
  - Evidence based practice
  - Comparison to observed and perceived styles of management
  - Advantages and disadvantages

Prioritising and Delegation
- Importance of prioritisation and delegation
- Own skills of prioritisation and delegation
- Using prescribed models identify priorities
- Effective time management strategies to manage workloads
- Prioritising and delegating tasks

Development and other needs:
- Skills audit for health and social care management which can include
  - Identified CPD requirements through appraisal systems
  - Training needs based on feedback from relevant others

- Relevant others can include colleagues, managers and others inside our outside organisation

Development of plans which can include SMART and SMARTER targets

2. Understand the context of health and social care management

Legislative, statutory & non statutory frameworks

- National Legislative and statutory frameworks for example in UK o Ofsted
  - Care Standards for care, care homes
  - Common Core
- Acts of parliament to include: Children's Act 2004,Childcare Act 2006,Disability and Equality Act 2010,Health and Safety legislation, Equivalent legislation and regulation in other relevant countries
- Local Authority frameworks could include:
  - Compliance frameworks
  - Safeguarding policies

Management Systems for Compliance
- Definitions and descriptions of management systems
- Requirements of regulatory organisations Ofsted, Care Quality Commission etc.
- Consider relationships and information sharing organisations which can include local authorities and health or social care organisations where applicable

- Interpretation and application of prescribed documentation by local authority where applicable

Policies
- Operational policies to include Health and Safety; Equal Opportunities, Confidentiality, Safeguarding, finance, human resources partnership with parents, families and carers; suitability of staff.

3. **Be able to identify areas for improvement of practice and provision within an area of health or social care**

Improvement of practice and/or provision
- Improvements could come from:
  o An identified need from a report for example Ofsted, Care Quality Commission etc.
  o A new incentive from training or other initiatives
  o Observation of or research on provision

Strategies with evidence based practice
- Strategies including development of physical resources coming from training, government incentives, proven good practice.

Systems for monitoring and

Reviewing Policy and Practice
- Evaluation of activity through feedback from work colleagues and service users where applicable
- Evaluation of outcomes from reports and/or research
- Feedback from parents, families, carers and outside professionals

4. **Be able to manage others in an area of health or social care**

Roles & responsibilities of others
- Line management structure
- Responsibilities and reporting structure
- Statutory guidelines governing ratios, qualification and areas of responsibility associated with level of qualification.

Theoretical concepts
- Team building
- Group formation and dynamics including Taylorism; Fayol
- Motivational theories (Hawthorne)
- The Wisdom of Teams Harvard Business Review

Reflection and continual professional development
- Reflective practice techniques
- Systems of appraisal formal and informal
- In house training and modelling good practice
- Identification of training needs

4.13 Equality and Diversity in Health and Social Care

Unit aims	To develop knowledge and understanding of the theory and practice relating to equality and diversity in health and social care and the impact on individuals and organisations.
Unit level	4
Unit code	F/503/7245
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	Assignment according to awarding organisation guidance.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the key legislative frameworks for equality and diversity in Health and Social Care	1.1 Analyse the key legislative frameworks governing equality and diversity 1.2 Define how equality and diversity is supported by other regulations and guidelines
2. Understand equality and diversity legislation in relation to Health and Social Care	2.1 Analyse how key legislation is interpreted within a chosen Health and Social Care setting 2.2 Analyse the importance and benefits of equality and diversity in a Health and Social Care setting
3. Understand how equality and diversity is promoted and managed in Health and Social Care	3.1 Evaluate the effectiveness of policies and procedures in promoting and guiding equality and diversity practice in Health and Social Care 3.2 Evaluate how Health and Social Care organisations promote and manage equality and diversity
4. Be able to identify and challenge discriminatory behaviour and/or practices	4.1 Analyse the signs and indications of discrimination by individuals and organisations 4.2 Propose how discriminatory behaviour and/or practices can be challenged 4.3 Evaluate the impact of discrimination on an individual and at organisational level

Indicative Content

1. Understand the key legislative frameworks for equality and diversity in Health and Social Care

Key Legislative Frameworks are those pieces of legislation that have been put in place to protect people from discrimination and promote equal opportunities and inclusion. Students should look at current legislation in the country or area of interest e.g.:

- Equality legislation
- Human Rights Convention and legislation
- Data protection
- Mental Health Act 2007 (UK)Health and Social Care Act 2008 (UK)

Other regulations and guidelines can include:
- Organisations issuing regulations and guidance e.g. World Health Organisation; in UK: Department of Health, SCIE, NICE, Sector Skills Councils; similar in country of interest
- Codes of practice e.g., rules of conduct for social workers; common assessment frameworks; care standards
- Service user Charters e.g. entitlements and rights to service

2. Understand equality and diversity legislation in relation to Health and Social Care

Students should identify how key pieces of legislation identified have been interpreted in their chosen area of Health and Social Care provision. This should include how the legislative framework has been applied and the advantages and disadvantages presented to service users and providers in meeting requirements.

Importance and benefits

Everyone working in Health and Social care should understand the positive impact that can be made by promoting Equality and Diversity.

- Moral reasons for being treated fairly
- Community cohesion
- Benefits for employers and service users to include:
  - Equal opportunity
  - Inclusion
  - Individual rights such as respect and dignity
  - Individual responsibilities such as duty of care
  - Challenging discrimination
  - Embracing diversity

3. Understand how equality and diversity is promoted and managed in Health and Social Care

Policies and procedures
- Importance of organisational policies
- Purpose and importance of procedures
- Examples of policies and procedures
- Practical implications

Promotion and management
- Staff training
- Organisational culture
- Recording equality and diversity information/statistics
- Language issues e.g. training in words/language to be used
- Complaints procedures
- Disciplinary procedures

4 Be able to identify and challenge discriminatory behaviour and/or practices

Signs and indications of discrimination
- Basis of discrimination – gender, disability, age etc.
- Personal values and attitudes which can lead to discriminatory behaviour
- Individual discrimination
- Organisational discrimination
- Definitions from equality legislation e.g. Equality Act 2010
- Examples of discriminatory language and behaviour – infringement of rights, abuse of power, stereotyping, prejudice, bullying

Impact of discrimination
- On individual – marginalised, disempowered, low self-esteem etc.
- On organisations – low staff and service user morale, poor reputation for care, failure in statutory and moral duties etc.

Challenging discrimination
- Challenging language and behaviour of individuals
- Challenging practices in the organisation
- Importance of personal responsibility for challenging discrimination
- Conflict resolution