QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 4 Certificate in Health and Social Care

Level 5 Diploma in Health and Social Care

Specification (For Centres)

December 2016

About QUALIFI

Quality: The Assurance of Recognition and Rigorous Quality Standards

At the heart of QUALIFI's commitment to the creation and awarding of respected Qualifications is a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO). QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI are also recognised by the Qualifications in Wales (QiW) and the CCEA (in full) who are responsible for awarding organisation and the quality assurance in both Wales and Northern Ireland. QUALIFI is also a signatory to BIS international commitments of quality.

As an Ofqual recognised awarding organisation, QUALIFI has a duty of care to implement good quality assurance processes. This is to ensure that centres that are approved for the delivery and assessment of QUALIFI's qualifications and awards. It will also safeguard the outcome of assessments and meet the national regulatory requirements.

QUALIFI's qualifications are developed as being accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and the learner is free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration are available for centre reference. Centres are responsible for reviewing the applicant's ability to successfully complete the training programme and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learners' entry requirements.

Relevance

QUALIFI works with a growing number of sector skills councils, professional associations and employers to identify mission-critical learning requirements and assess outcomes of programmes to achieve a consistent and recognised professional and academic standards.

We have built a reputation for supporting relevant skills in a range of job roles and industries including Leadership, Enterprise and Management, Hospitality and Catering, Health and Social Care, Business Process Outsourcing and Public Services. Our portfolio includes nationally recognised Qualifications as well as bespoke Qualifications.

Accessible

The result is a growing number of UK and internationally recognised Qualifications that reflect workforce and professional areas of needed competency.

We support our Approved Learning Centres with flexible approaches to learning assessment through classroom based study, blended learning and distance learning programmes. Our goal is to support learners by giving them access to current and relevant education and Qualifications that support their career aspirations. Learn more about online learning.

The world is changing and QUALIFI has the innovative spirit and commitment to learners to change with it while maintaining high standards of integrity and credibility.

Ambition

Our ambition is **"To enable all individuals to realise their true potential by achieving success through learning."**

Student Commitment

This represents a clear statement of QUALIFI Ltd and its partners' intentions to deliver agreed standards for a range of academic and administrative services. It spells out what is expected of you as a student and the contribution that can be made to gain the most benefit from your study time through our courses. Students play an important part in the process of improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for students to feedback about the experience of teaching and learning.

Students will get the best out of their study time with QUALIFI centres if you are encouraged to:

- Prepare for classes and attending punctually
- Complete work to the best of their ability and submitting it on time
- Not committing plagiarism
- Keeping up to date with course information through email or other channels
- Using the feedback opportunities given to improve subsequent work
- Making appropriate use of teaching staff's time
- Taking responsibility for personal development planning and skills development
- Treating staff, fellow learners and neighbours in the local community with respect at all times

Supporting Diversity

QUALIFI Ltd and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Contents

1 Introduction

1.1 Why Choose QUALIFI Qualifications?

This suite of Qualifications provides a realistic and broad opportunity for Learners seeking career and professional development. They will support Learners in realising their potential and by association the prospects of the organisations they work with or for.

The objectives of this suite of Qualifications is to:

- provide career path support to Learners who wish to develop their management, enterprise capabilities and opportunities in their chosen sector;
- improve understanding of the business environment, organisations and how they are managed and developed; and
- develop skills and abilities in Learners to support their professional development.

The suite of Qualification provides a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast changing and complex business environment and different organisation's ability to stay resilient and respond positively to change and opportunities will be explored.

Management of a range of business operations and functions, the management of specific challenges for organisations will introduce Learners to management theory, practice and models that will provide valuable knowledge and know-how.

The issues and concepts dealt with as part of this suite of Qualifications are best explored through exposure to organisations, for any full-time Learners work placements are encouraged so that genuine experience and insight can be gained. Problem solving and creativity are attributes encouraged and developed in Learners through all the Units.

The Qualifications will develop the Learner's ability to:

- apply analytical and evaluative techniques and to enhance those skills;
- investigate issues and opportunities;
- develop their awareness and appreciation of managerial, organisational and environmental issues;
- use management techniques and practices in imaginative ways;
- make use of relevant information from different sources;
- develop and encourage problem solving and creativity to tackle problems and challenges;
- exercise judgement, own and take responsibility for decisions and actions; and
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of this suite of Qualifications has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigour, validity and demand for the Qualifications.

Discussions and feedback has been taken during the duration of the development of the Qualifications on content, the potential Learner audience for the Qualifications and assessment methods ensuring a valuable experience and recognised set of skills, knowledge and understanding are realised.

1.3 Qualification titles and codes

The Qualifications have been accredited to the Regulated Qualification Framework (RQF) and each Qualification has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the Qualification has its own RQF code. The QAN for these Qualifications are as follows:

Qualifi Level 4 Certificate in Health and Social Care (501/5058/0)

Qualifi Level 5 Diploma in Health and Social Care (601/5442/1)

1.4 Awarding institution

QUALIFI LTD

2 Programme purpose

2.1 Reasons for the Qualifications

The Qualifications have been created to develop and reward the business health and social care workers of today and the future, and to continue to bring recognition and professionalism to the health and social care sector.

We hope that centres and learners take the opportunity to learn a great deal from these programmes that will provide relevant new skills and qualities.

It is envisaged that these programmes will encourage both academic and professional development so that you learners move forward to realise not just their own potential but also that of organisations across a broad range of sectors.

The Certificate is accredited at Level 4 and the Diploma is accredited at level 5. Each programme has a total equivalence of 120 credits. Completing the Certificate and the Diploma has a value of 240 credits.

This is equivalent to a **Foundation Degree** or **Diploma in Higher Education** and as such allows access to the final year at one of our University partners for a related Honours Degree.

2.2 Rationale, aims and learning outcomes of the course

The rationale of the programmes is to provide a career path for learners who wish to develop their management and care capabilities within the health and social care sector. The outcome of the Certificate and Diplomas, which are recognised UK Qualifications, is for students to develop the skills required by organisations globally.

All programmes create learning that advances the thought leadership of organisations, offering conceptual and practical insights that are applicable in the companies of today and tomorrow.

Furthermore, we look to develop the team leaders, managers and leaders of the future through the creation and delivery of learning appropriate for industry.

The qualifications help:

- prepare students for employment; and
- support a range of roles in the workplace.

The qualifications provide a specialist work-related programme of study that provides breadth and depth of knowledge and understanding, along with practical skills required in the health and social care sector. It also allows specialist development through the optional units.

The qualifications will help to prepare professional staff and managers of the future in the health and social care sector. The qualifications provide a generic core of mandatory units that apply to all health and social care contexts; and allows students to select specialisms in the Optional units.

The qualifications are suitable for part-time students in the workplace but equally appropriate for full-time learners who can also participate in formal work placements or part-time employment. Students can progress into or within employment in the health and social care sector, either directly on achievement of the awards or following further study to degree level.

2.3 Aims of the Certificate and Diplomas

The programmes offered provide the opportunity for individuals to forge a career in health and social care by seeking a greater knowledge and understanding industry, and to support the individual's development into senior positions. The course aims for the following 5 themes of an academic plan:

1: Pursuing Excellence - Apply self-reflective, analytical, evaluative, intellectual, and transferable skills in private and public sectors.

2: Practice-led, knowledge-applied - Enable students to develop critical thinking and problem solving skills required of a flexible creative practitioner.

3: Interdisciplinary - Develop a learner who is responsive to the changing interdisciplinary landscape, able to adapt to changing needs, paraprofessional roles and inter-professional working.

4: Employability-driven - To provide individuals with the knowledges, skills and behaviours necessary to forge a career within the health and social care sector, through the acquisition of in depth knowledge and understanding.

5: Internationalisation - Develop an understanding of the impact of diverse and cultural issues within health and social care.

2.4 Learning Outcomes of the Certificate and Diploma

Students studying for the Certificate and Diploma in Health and Social Care will be expected to develop the following skills during the programme of study:

1. Analysing, synthesising and summarising information critically
2. The ability to read and use appropriate literature with a full and critical understanding the ability to think independently and solve problems
3. Applying subject knowledge and understanding to address familiar and unfamiliar problems
4. Recognising the moral and ethical issues of health and social care practice and research; appreciating the need for ethical standards and professional codes of conduct
5. An appreciation of the interdisciplinary nature of health and social care service provision
6. Capacity to give a clear and accurate account of a subject, assemble arguments in a mature way and engage in debate and dialogue both with specialists and non-specialists.
7. To develop transferable skills and knowledge which will enable individuals to meet changing
8. Circumstances, whether within their own area of employment, or through promotion to a supervisory or management position, or to adapt to changes in the health/social care environment
9. To motivate individuals to progress to further professional development through future study or as part of their chosen career.

These are the overall learning outcomes in line with foundation degree equivalences. The learning outcomes for each module are identified in Appendix 1 within the module descriptors.

3. Delivering the qualifications

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support Learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved Centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that Learners are provided with appropriate learning opportunities and guidance. EQA's will ask to see and discuss a Centre's formative assessment plans. The suitability of plans will be agreed with the Centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor Centre's compliance. For assessment purposes QUALIFI can:

- appoints assignment setters, markers and moderators;
- sets and agrees assignments;
- marks and moderate's assignments;
- agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

3.2 Access to study

All students should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with lecturers and the centre support team.

All students should be issued with the diploma handbook, a timetable and meet with their personal tutor and fellow students. Centres should assess students carefully to ensure that they take the right Qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the Qualification structures and unit combinations carefully when advising students. Centres will need to ensure that students have access to a full range of information, advice and guidance in order to support them in making the necessary Qualification and unit choices. When students are recruited, you need to give them accurate information on the title and focus of the Qualification for which they are studying.

All students must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry criteria

The Qualifications have been designed to be accessible without artificial barriers that restrict access and progression. Entry to the Qualifications will be through centre interview and the candidates will be expected to hold the following:

QUALIFI Level 4 Certificate in Health and Social Care:
- Learners who have demonstrated some ability and possess Qualifications at Level 3, for example 'A' Levels or vocational awards;
- Learners who have spent some time in an organisational role and shown they have capability and drive to develop;
- Learners seeking further professional development and gain work related skills and know-how.

QUALIFI Level 5 Diploma in Health and Social Care:
- Learners who possess Qualifications at Level 3 and/or 4;
- Learners who have work experience at a managerial level and demonstrate ambition with clear career goals;
- Learners who possess a first degree in another discipline and want to develop their careers in health and social care or business.

In certain circumstances, students with considerable experience but no formal Qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education post-graduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be Academic.

4 Structure of the Qualifications

4.1 Units, credits and Total Qualification Time (TQT)

The QUALIFI Certificate in Health and Social Care is a Level 4 Qualification made up of 120 credits.

The QUALIFI Diploma in Health and Social Care is a Level 5 Qualification equalling 240 credits. Students who register for the Level 5 and fail to complete may be awarded a Level 4 if they have competed sufficient credit.

All units are 20 credits in value with the exception of the Research Unit which equates to 40 credits. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 20 credit unit approximates to a TQT of 200 hours incorporating 100 hours of GLH.

Examples of activities which can contribute to Total Qualification Time include:

- Guided Learning
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor
- Work-based learning supervised by a tutor
- Live webinar or telephone tutorial with a tutor in real time
- E-learning supervised by a tutor in real time
- All forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification structures

All units are mandatory. All units cover a number of topics relating to learning outcomes.

Students are required to complete all modules at Level 4 to achieve the 120 credits required to gain the Level 4 Certificate in Health and Social Care. Students will be expected to complete all units at Level 4 and Level 5 to gain the Level 5 Diploma in Health and Social Care.

Students will be expected to attend lectures and workshops that will introduce the subject matter. Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas. Units require reflective exam sets and/or summative assessments for marking.

Qualifi Level 4 Certificate in Health and Social Care comprises 6 Units in total.

The Certificate requires 6 Mandatory Units at Level 4.

Unit Reference	Mandatory units	Unit level	Credit
HSC401	Academic Study Skills	4	20
HSC402	Communicating in Health and Social Care	4	20
HSC403	An Introduction to Healthcare Policy	4	20
HSC404	Reflective Practice	4	20
HSC405	Managing People in Health and Social Care	4	20
HSC406	Sociology Concepts in Health and Ill Health	4	20

Qualifi Level 5 Diploma in Health and Social Care comprises 5 Units in total.

The Diploma requires 5 Mandatory Units at Level 5.

Unit Reference	Mandatory units	Unit level	Credit
HSC501	Principles Underpinning Health and Social Care	5	20
HSC502	The Management of Quality in Health and Social Care	5	20
HSC503	Research Project	5	40
HSC504	Partnership working in Health and Social Care	5	20
HSC505	Working with Service users with Complex Needs	5	20

4.3 Progression and links to other QUALIFI programmes

Learners completing the **QUALIFI Level 4 Certificate in Health and Social Care** will allow progress to:

- the QUALIFI Level 5 Diploma in Health and Social Care, or
- the second year of undergraduate study in health and social care; or
- directly into employment in an associated profession.

Learners completing the **QUALIFI Level 5 Diploma in Health and Social Care** allow progress to:

- the final year of an undergraduate degree; or
- directly into employment in an associated profession.

4.4 University exemptions

QUALIFI has exemptions for students to progress to a final year of an Honours degree at a number of Universities.

The pathways are an indication of the student's progress toward a University degree and is based on the University's review of QUALIFI's learning programmes and outcomes. Further information is available here http://www.QUALIFI.net/learning-pathways/

4.5 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether students can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise students' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or Qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole Qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to the QUALIFI's policy document on RPL.

5 Guidance to teaching and learning

To ensure consistency and quality of delivery amongst centres QUALIFI has outlined a template to ensure the very best standards are available to students. These include:

5.1 Expertise of staff

Programmes of study are managed by a nominated course director within the centre and supported by an administrator responsible for the approved delivery and assessment team.

The team of educators and tutor associated with QUALIFI Ltd are, in typical UK University terms, the equivalent of senior academics and experienced practitioners.

All units will be delivered by an appropriately qualified tutor. The tutor responsible for each aspect of delivery and assessment is clearly identified within the module and assessment descriptors and will appropriate industry experience.

All tutors will be supported by a nominated admin person.

Administration and support for both technical and non-technical will be identified.

5.2 Learning and teaching methods

The Certificate and Diploma course deliveries lead themselves to blended learning. Blended Learning is an inclusive approach to a variety of differing learning styles and activities, enabling all learners to achieve successful outcomes.

Content is provided with appropriate exercises and the learning is reinforced through lectures facilitated workshops and online.

Students will be expected to attend all workshops and lectures and will be able to access subject matter through the delivery team and online.

Students will develop academically by continually researching, evaluating, analysing theories and then testing out their findings in a simulated work environment.

5.3 Study skills

The support team will assist students that require further development of study skills.

Personal development skills that include time management, organisational and research methods will be encouraged at all times. Students unable to manage their academic workload can seek assistant.

QUALIFI can provide further learning support that includes how to write effective essays this can be requested through your registered centre or emailing support@QUALIFI-international.com

5.4 Learning resources

Extensive resources and learning support materials are available to support studies provided by QUALIFI and our partner. The materials are designed to enable you to gain all the skills needed for research and study.

Core content is identified in the module descriptors in Appendix 1.

QUALIFI Ltd may provide (where appropriate) access to a range of electronic resources – e-journals and databases, e-books, images and texts through their learning management system. Core text has been made available as part of the Qualifications offered by QUALIFI Ltd and their centre partners.

All learners will be given access to the platform that also records all formative exercises as a record of achievement.

5.5 Personal development planning

Learners are encouraged to develop and achieve personal development plans. Personal tutors and administration staff will support all students looking to set out a plan and realise their ambitions.

Personal development plans promote a sense of direction and assist with future objectives.
The learning management system provides all students with an e-portfolio. This will record all learning and achievements.

5.6 Career opportunities

The learning experience is not only about achieving a chosen award; it is also about developing as a person and realising potential. QUALIFI encourages students to gain the skills and attitudes that will help them achieve their goals and aspirations.

QUALIFI may offer a range of support for centres and students including:

- career and employability advice and guidance
- access to voluntary opportunities and live projects
- workshops, seminars, modules, certificates and events to develop your skills
- business start-up, freelance and self-employment advice
- your University Diploma/Certificate will formally recognise your employability and enterprise achievements.

6 Student Support

Centres should continue to support students and encourage appropriate behaviour. In addition:

6.1 Students with disabilities

If students have a disability that may affect their studies, they should either contact a personal tutor or let one of the course team know as soon as possible. With a centre agreement information will be passed on to the course admin team. QUALIFI can make reasonable adjustments to accommodate their needs and to provide appropriate support for them to complete your study successfully. Where necessary, students will be asked for evidence to help identify appropriate adjustments.

6.2 Health and Safety

Students are responsible for the safety of themselves and for others around them. They must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

6.3 Conduct

Students will be expected to abide by the Regulations for the Conduct of Students in the centre of study. QUALIFI Ltd expects students to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones/other devices off prior to attending classes.

If behaviour is considered to be unacceptable, any member of academic staff is able to issue an informal oral warning and all QUALIFI partners will support staff by invoking formal procedures where necessary. Students and centres can receive more information about our expectations in the regulations for the Conduct of Students. This will be made available on request.

6.4 Progression

Discussions about academic progression through the course should normally take place 3 months before the end of the Qualification. It is an opportunity for students to make plans for further study over the next academic year and to identify progression to the University for a final year.

6.5 Weekly timetable

A timetable must be provided from all centres of learning. Students are encouraged to attend all workshops and lectures available or online. These will be followed by final assessments.

6.6 Attendance Requirements

Students are required to attend all timetabled learning activities for each unit. Notification of illness or exceptional requests for leave of absence must be made to the centre of study.

If students have not gained the required authorisation for leave of absence, do not respond to communications from the course tutor or support team and if they are absent for four weeks or more, they may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

6.7 Data Protection

All of the personal information obtained from students and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of studies. If students or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

The Qualifications within this suite are vocational because they support a Learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through an assignment. Assignment tasks will be written in a way to make them realistic 'work-related' tasks wherever possible. Knowledge, understanding and application will be need to be demonstrated by Learners. Original thought, problem solving and recommendations on actions will also be asked for from the Learner where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the Qualification.

Assignments will contain a question strand for each of the given unit's Learning Outcomes. The assignment tasks will address the LO (Learning Outcome) and AC (Assessment Criteria) requirements. Within assignments there will always be requirements for Learner's to engage with important and relevant theory that underpins the subject area.

The assignment questions will require Learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning Centres are required to make sure that they include case studies of relevant organisations and wherever possible facilitate in-company opportunities for Learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time Learners will ideally be able to draw on their personal work experience too.

Centres are required to provide a programme of formative assessment that prepares the Learners for their final assessment.

Sample assignments are included as part of the Qualification Specification supplied to Centres.

7.1 Assessment Strategy

All units include summative assessments. Assignments are handed out by course tutors and marked in line with the marking processes.

Assessment is varied and may include; written reports, business plans, change management plans, presentations, group work, viva, a worked-based project and personal development plan.

All assessments are linked to the learning outcomes of each module identified in Appendix 1 module descriptors. Students are encouraged to act on feedback from tutors and markers so that they can take as part of their own learning and development.

7.2 Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the course tutor to advise.

7.3 Verification

The tutors will also act as assessors. This will contribute to the verification of the student submitting their own work and will act against cheating or plagiarism as the student will be known.

7.4 Marking

The marking of the summative assignment will include comments on the text as well as an overall grade and feedback. The feedback will be based on the level of references and the quality of the interpretation of the question. Marks will be deducted for transgressions, especially plagiarism and poor citation of sources:

- Assessors will make a judgement of minor transgressions not sufficient to require penalties.

- A warning will be issued and any further transgressions will result is marks being deducted.

- This will be in agreement with the course Director.

- Learners will pass the assignment to their respected tutors for assessment.

A marking scheme will be made available with all assignments. Guidelines are issued on plagiarism. Assessors are to be encouraged to avoid the use of borderline marks.

7.5 Marking Scheme

7.5.1 Pass Mark

A mark of at least 40% is required for a unit to be passed and the credit achieved. This same pass mark applies to all units that contribute to the Diploma. Once a unit pass mark has been agreed by and credit awarded, the student may not be re-assessed in that unit.

7.5.2 Deferral after valid mitigating circumstances

Unit Assessment Boards may offer a deferral where it is considered that a valid claim for personal mitigating circumstances has been made. The nature of the deferral task and its timing is decided by the MAB. When the deferred student next presents her/himself for assessment the outcome will be judged as if for the first time, and the full module mark awarded.

7.5.3 Referral after failure

Unit Assessment Boards may offer one referral (= resit) opportunity to candidates who have failed a module. This 'second chance' is the right of the learner. The nature of the referral task and its timing is decided by the Assessment Board. When the referred candidate next presents her/himself for assessment a maximum mark of 40% can be awarded by the AB, although it is best practice to inform the candidate of the un-moderated mark, which may be greater than 40%.

7.6 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief:

- **Assignments received up to 5 working days late will be eligible for a maximum mark of up to 40%. Submissions made later than 5 working days late will receive a fail grade;**

- **This is stated on the assignment submission sheet which should be electronically copied with each assignment.**

If students anticipate that they will have difficulty in meeting assessment deadlines or have missed or are likely to miss in-semester tests they must report this at the earliest possible opportunity to the centre.

Authorisation of the late submission of work requires written permission. The centre is the only person authorised to give permission for one extension period of between 1 and 10 working days where evidence of circumstances has been accepted and where submission within this timescale would be reasonable taking into account those circumstances.

Centres should aim to inform students of a decision about granting an extension within 5 days of the receipt of the request.

If students are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, they may submit a case for consideration in accordance with the Extenuating Circumstances Procedure.

7.7 Extenuating circumstances

'Extenuating Circumstances' is a phrase which refers to exceptional factors outside of the student's control which have adversely affected their performance. These factors may prevent them from attending examinations or other timed assessments or caused them to miss assessment submission dates. Examples are illness, accidents or serious family problems.

Normally extenuating circumstances will relate to a change in their circumstances since they commenced your course, which have had a significant, adverse effect on their studies.

Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. Centres should not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students.

The normal work commitments of part-time students would not constitute an extenuating circumstance.

A disability or learning difficulty does not constitute an extenuating circumstance.

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances.

N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances.

7.7.1 Late submissions
If a student submits work late and unauthorised, a universal penalty will be applied in relation to their work:
- If a student submits work within 5 working days following the published submission date they will obtain a maximum mark of 40% for that element of assessment;
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0%;
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0%.

7.8 Assessment Boards

The Assessment Board will meet to consider the percentage marks gained by the learners.
The role is to moderate and agree module marks, award credits to students who have achieved a pass mark, offer the federal opportunities to fail candidates who provided satisfactory evidence of mitigating circumstances.

7.9 Appeals

If a student wishes to appeal a decision made by the board then the following two stage appeal process is available to them:

7.9.1 First Stage Appeal

If, after being notified of results, a student considers that an appeal is justified, s/he must within 7 days of the notice of grades make a written submission of grounds for appeal to QUALIFI Ltd. This written appeal must state the grounds on which the appeal is sought and should be accompanied by appropriate documentary evidence.

QUALIFI Ltd will contact the student to discuss the matter. If it is not possible to resolve the issue a formal meeting will take place with the student having the right to bring a friend or colleague with them.

QUALIFI Ltd will make it clear to the appellant at the opening of the appeal that the decision could be one of the following options:

(i)   To uphold the appeal based on the evidence presented and either to refer the matter to a full meeting of the Assessment Board; or to request that the Chair of that Assessment Board take action;

(ii)   To turn down the appeal and to uphold the original decision of the assessment board;

(iii)   To postpone a final decision on the appeal, subject to seeking further clarification, evidence or advice as necessary. It the outcome is postponed, a second meeting will be necessary and must be conducted as an extension of the first meeting and be governed by the procedures pertaining to the appeal.

In all cases, the student must be informed of the right of appeal to the second stage if dissatisfied with the outcome of the first stage appeal. QUALIFI Ltd will be responsible for preparing a report of the Stage One meeting. This report will be sent to the student and a copy retained by QUALIFI Ltd.

7.9.2 Stage Two Appeal

If the appeal is not satisfactorily resolved at Stage One, a written appeal must be submitted by the student to the Managing Director of QUALIFI Ltd (or nominee) within 14 days of the first appeal meeting. This written appeal must state the grounds on which the appeal is sought and should be accompanied by appropriate documentary evidence.

Extenuating circumstances which have not been declared at either time of the Board meeting or the first stage appeal will not be considered at the second stage appeal.

However, a student can still appeal on the grounds that s/he believes that the Board and/or the Chair of the Board did not give sufficient weight to the declared extenuating circumstances.

7.10 Cheating and Plagiarism

A student may appeal against a decision in relation to an allegation of cheating or plagiarism. Information that will be provided to learners with their assignment briefs include.
QUALIFI Ltd regard with particular severity any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained.

Plagiarism is a particular form of cheating that QUALIFI and centres regard with concern.
All work that is submitted for assessment must be genuinely a student's own work and not the result of plagiarism. If they are quoting actual words from a published or unpublished source they must acknowledge that fact each time they do it by using quotation marks and citing the source.

Students must not also pass work off as the result of individual efforts, if they have in fact colluded with other learners to prepare the piece of work jointly, or have copied each other's work. Clearly, it is also wrong to copy another student's work without her/him knowing about it.

If there are any doubts on this important matter, centres and students are advised to contact QUALIFI Ltd direct.

7.11 Referencing

The standard adopted by QUALIFI Ltd is the Harvard method, in the style used by the *British Journal of Management* (*BJM*)*.* It is strongly recommended that students use *only* this style standard. However, if students use another style of Harvard referencing correctly and consistently, they will not be penalised. They must not mix styles.

7.11.1 Bibliographies
In the Harvard/*BJM* system, bibliographies of works consulted are **not** to be used. Students should list **only** the sources directly referred to in work in the references. The page(s) where they show these references should be entitled References, *not* Reference List or References Section.

7.11.2 Direct quotations
In the Harvard/ *BJM* system, direct quotations are only rarely used. Students should instead summarise the author's ideas in your own words and provide the appropriate reference in the body of work, followed by the full references in the list of References.

7.11.3 Summary of Harvard/BJM style details:
1.   Show sources in brief in the body of your work. Instructions on how to do this follow.
2.   Direct quotations should only be used rarely. Instead, summarise the ideas in your own words (paraphrasing) and show the source by indicating the author's/authors' name(s), the year of publication and the page number(s) on which the reference occurs.
3.   Show full details of sources as References at the end of your work, but before appendices.
4.   In the References section, show sources only for articles/books/etc. directly referred to in the body of your work.
5.   Don't use footnotes to reference sources or number the references in the References list.
6.   In the References section, list the works in alphabetical order by the author's surname.

7.   Put all references in the same list. Do not list books, articles, websites etc. separately.

8.   There is a standard order for listing publishing details in the References list. For individual references, the order is:

    a. author(s)' surname
    b. author(s)' initials
    c. year of publication
    d. title of the work (book, journal article, chapter in a book, name of the scholarly paper, etc.)
    e. name of the journal or magazine (if not a book)
    f. publishing details. The publishing details will vary depending upon whether it is a book, a journal or magazine, a conference paper or a website.

A full guide to referencing is available through your registered centre. You can request this through email to: support@QUALIFI-international.com

7.12 Confidential material

Students may encounter confidential information whilst on work placements or through their research for assignments.

Learners are reminded that there are ethical and legal responsibilities to respect confidentiality and maintain anonymity of individuals and organisations within their assignments. If learners are unclear of their responsibilities, they must contact their course tutor for further guidance.

7.13 Submission

Please refer to Appendix 2 for the Assignment submission sheet and mailbox and refer to Appendix 3 for the Feedback sheet that will be used to mark assignments.

8. Course Regulations

8.1 Course requirements

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award.

QUALIFI will issue certificates to all successful students through the registered centres.

8.2 Classification of Awards

Where a candidate has achieved an overall average mark of at least 70% from all the units, QUALIFI may award a Distinction, although offering such a grade to individual candidates is at the discretion of QUALIFI, and is not normally given after any successful referral attempts.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the

discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Student Voice

Students can play an important part in the process of improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for students to feedback about their experience of teaching and learning.

8.4 Module Evaluation Questionnaires

Module evaluation questionnaires provide one of the most important means for students and centres to express your opinion about teaching and learning experiences. They capture feedback on experience within each unit and inform staff about where improvements could be made. A sample evaluation sheet is provided in Appendix 4.

8.5 Complaints

QUALIFI recognise that there may be occasions when students and centres have cause for complaint about the service received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response.

For more information on our formal complaints procedure please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation is unacceptable and that it is in the interests of the organisation and its employees to utilise the skills of the total workforce. It is the aim of the organisation to ensure that no employee or other representative of the organisation receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give of their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all in our employment.

All employees and other related representatives, whether part-time, full-time or temporary, will be treated fairly and with respect. Selection for entry on to learning programmes and selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability. All

employees will be helped and encouraged to develop their full potential and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the organisation.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly Equality Act 2010 https://www.gov.uk/equality-act-2010-guidance. In addition, full account will be taken of any guidance or Codes of Practice issued by the Equality and Human Rights Commission, any Government Departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or making contact with QUALIFI.

10. Further professional development and training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 161 818 9904

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net   www.QUALIFI-international.com

Appendices

Appendix 1: Unit Descriptors

Unit HSC401: Academic Study Skills

Unit code: T/505/9498
RQF level: 4

Unit aim

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

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1. Demonstrate evidence of personal and academic development.	1.1 Develop a portfolio of evidence showing development in academic study skills 1.2 Reflect upon a significant learning incident using an acknowledged model
2. Identify relevant sources of evidence in order to develop reliable arguments.	2.1 Collate an annotated bibliography for 3 sources, summarising findings 2.2 Explain the process by which you can identify relevant sources for an academic piece of work
3. Interpret qualitative and quantitative data presented in research articles.	3.1 Evaluate the quality of the research article provided. 3.2 Discuss the relevance of the findings to Health and Social Care Practice

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

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

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

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

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

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

www.palgravestudyskills.com

Unit HSC402: Communicating in Health and Social Care

Unit code T/505/9495
RQF level: 4

Unit aim

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

Learning Outcomes and Assessment Criteria

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

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

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

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

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

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

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

Nursing Times

Nursing Standard

Journal of Health Care Support Workers

Royal National Institutes for the Blind *WWW.RNIB.Org.uk*

Unit HSC403: An Introduction to Healthcare Policy

Unit code: F/505/9505
RQF level: 4

Unit aim

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

Learning Outcomes and Assessment criteria

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

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

Fatchett, A (2012) Social Policy for Nurses. Polity press. ISBN- 13:978-0-7456-4920-7

Kennedy, P (2013) Key themes in Social Policy

Donaldson, L. and Scally, G. Donaldson's Essential Public Health (Radcliffe Publishing Ltd 2009) ISBN: 9781846192098

Kennedy, P. Key Themes in Social Policy (Routledge, 2013) ISBN: 9780415520973

Taylor, G. Using Health Policy in Nursing Practice (Learning Matters, 2013) ISBN: 9781446256466

Walshe, K. and Smith, J. Healthcare Management (Open University Press, 2011) ISBN: 9780335243815

Journal of Social Policy

Social Policy and Society

www.social-policy.org.uk

https://www.gov.uk/government/policies/helping-to-reduce-poverty-and-improve-social-justice

Unit HSC404: Reflective Practice

Unit code: F/505/9519
RQF level: 4

Unit aim

This unit is designed to introduce the learner to reflective practice in all its forms. Reflections on practice and in practice are important concepts in Health and Social Care and feed into the idea of self -development linking theory to practice.

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1. Identify and explain models of reflection used in Health and Social Care.	1.1 Identify 2 models of reflection commonly used in Health and Social care practice
	1.2 Explain the benefits of reflective practice in Health and Social care
2. Develop the skills and knowledge required to plan for your personal and professional development.	2.1 Demonstrate an understanding of the use of personal development plans
	2.2 Discuss how personal development plans are used in Health and Social care practice
	2.3 Explain the role of clinical supervision in Health and Social care
3. Produce a personal development plan identifying how you will develop the skills and knowledge required as a student/practitioner of health and social care.	3.1 Develop a personal development plan
	3.2 Identify on the plan your aims, how to achieve, success criteria and how you will monitor if achieved.
4. Discuss the links between theory and practice and how this can be facilitated.	4.1 Discuss how to facilitate the use of research in practice and its benefits.
	4.2 Discuss the potential barriers to implementation of research into practice.

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

Lishman, J. (2007) *Handbook for practice learning in social work and social care: knowledge and theory.* London: Jessica Kingsley

Bolton, G. E. J. Reflective Practice, Writing and Development (Sage, 2014) ISBN: 9781446282359

Moon, J. Learning Journals: A Handbook for Reflective Practice and Professional Development (Routledge 2006) ISBN: 9780415403757

Collins, S. Supervision Skills (SPC Publishing UK, 2015) ISBN: 9780993169007

Johns, C (2013) Becoming A Reflective Practitioner (4th Ed) Wiley- Blackwell

Boud, D., Keogh, R and Walker, D. (ed) (1985) Reflection: turning Experience into Learning. Routledge- Farmer ISBN 0-85038-864-3

Community Care

Mental Health Practice

Nursing Times

Unit HSC405: Managing People in Health and Social Care

Unit code: L/505/9507
RQF level: 4

Unit aim

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

In this unit learners will investigate the processes involved in the management of individuals in the health and social care workplace and how to facilitate change in the organisation.

Learning Outcomes and Assessment Criteria

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

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

Armstrong, M and Taylor, S (2014) Armstrong's handbook of Human Resource Management Practice 13th Ed London, Kogan Page

Bratton, J and Gold, J (2012) Human Resource Management: Theory and Practice 5th Ed Palgrave Macmillan

Burnes, B (2009) Managing Change (5th edition) Prentice Hall

Kew, J and Stredwick, J (2013) Human resource management in Context-3rd ed

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

www.personneltoday.com

Unit HSC406: Sociology: Concepts in Health and Ill Health

Unit code: M/505/9502
RQF level: 4

Unit aim

The aim of this unit is for learners to gain an understanding of sociological concepts of health and ill health and their application to care practice in health and social care. It will enable learners to gain an understanding of the nature of contemporary society and its influences on the perception of health and ill health.

Learners will explore how society is structured in terms of age, gender, ethnicity, social class, family and households and its impact on health and wellbeing.

Learning Outcomes and Assessment Criteria

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

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

White, K. An Introduction to the Sociology of Health and Illness (Sage, 2008) ISBN:

Barry, A. and Yuill, C. Understanding the Sociology of Health: An Introduction (SAGE, 2011) ISBN: 9781446201886

Dillon, M. Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-first Century (Wiley-Blackwell, 2014) ISBN: 978-1118471920

Haralambos, M. and Holborn, M. Sociology: Themes and Perspectives (Collins Educational, 2013) ISBN: 9780007498826

Giddens, A. and Sutton, P. Sociology (Polity Press, 2013) ISBN: 9780745652931

Scambler, G (ed) (2008) Sociology as applied to Medicine. Saunders Elsevier

'Sociology of health and illness' journal available free on http://on-linelibrary.wiley.com

www.britsoc.co.uk

Unit HSC501: Principles Underpinning Health and Social Care

Unit code: K/505/9496
RQF level: 5

Unit aim

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

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1. Explain how principles of support are implemented in health and social care practice.	1.1 Discuss how Health and Social care values influence care delivery 1.2 Explain the principles of safeguarding service users
2. Evaluate the impact of recent government policy, legislation, regulation, codes of practice and standards on practice.	2.1 Evaluate a piece of government legislation in Health and Social care and its influence on practice 2.2 Evaluate how codes of practice influence professional practice
3. Evaluate the theories that underpin the delivery of health and social care practice.	3.1 Evaluate person-centred care and its role in holistic care 3.2 Discuss issues of social isolation and exclusion in service users and how professionals can help to overcome these

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

Lishman, J. (2007) *Handbook for practice learning in social work and social care: knowledge and theory.* London: Jessica Kingsley

Holland, K and Hogg, C (2010) Cultural Awareness in nursing and Healthcare – An introductory text (2nd Ed) Hodder Arnold

Thompson, N () Promoting Equality: working with diversity and difference (3rd Ed) Palgrave Macmillan

Cuthbert, S and Quallington J (2008) Values for Care practice. Reflect Press

Fatchett, A (2012) Social policy for Nurses. Polity

Health & Social Care in the Community

Journal of Health and Social Care Improvement

Unit HSC502: The Management of Quality in Health and Social Care

Unit code: A/505/9521
RQF level: 5

Unit aim

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

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1. Critically discuss differing perspectives of quality in relation to health and social care services.	1.1 Critically discuss the role of Quality assurance in Health and Social care 1.2 Critically discuss 2 different models for ensuring quality improvements
2. Critically analyse, strategies for achieving quality in health and social care services.	2.1 Critically analyse the role of the Care quality commission in maintaining quality in Health and Social care 2.2 Analyse the role of benchmarks in maintain quality in Health and social care
3. Evaluate systems, policies and procedures in health and social care services to improve quality.	3.1 Evaluate the methods by which Health and Social care can gather feedback to improve quality 3.2 Identify the stakeholders in the improvement of quality delivery in Health and social care. 3.3 Evaluate strategies that can be used to improve service user's safety

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

Cawsey, T., Deszca, G. and Ingols, C. (2015) Organisational Change: An Action-Oriented Toolkit (Sage, 2015) ISBN: 978-1483359304

Gottwald, M. and Lansdown, G. (2014) Clinical Governance: Improving the Quality of Healthcare for Patients and Service Users (Open University Press 2014) ISBN: 9780335262809

McSherry, R. and Warr, J. (2010) Implementing Excellence in your Health Care Organisation: Managing, Leading and Collaborating - Excellence in Practice Development in Health and Social Care (Open University Press, 2010) ISBN: 9780335234776

Donaldedian, A (2002) An introduction to Quality assurance in Healthcare. OUP

Journal of Health Organisation and Management

Journal of Health and Social Care Improvement

Barr, J. and Dowding, L. Leadership in Health Care (Sage 2012) ISBN: 9781446207635 Gopee, N. and Galloway, J. Leadership and Management in Healthcare (Sage 2013) ISBN: 9781446248829

Gopee, N. and Galloway, J. Leadership and Management in Healthcare (Sage 2013) ISBN: 9781446248829

Walshe, K. and Smith, J. Healthcare Management (Open University Press, 2011) ISBN: 9780335243815

www.scie.org.uk   Social Care Institute for Excellence

www.skillsforcare.org.uk   Skills for Care

Unit: HSC503 Research Project

Unit code: H/505/9500
RQF level: 5

Unit aim

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

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1. Demonstrate the ability to formulate a research question.	1.1 Describe the 2 theoretical perspectives behind research 1.2 Develop a research question 1.3 Justify the theoretical perspective chosen to answer your research question 1.4 Critically review appropriate literature
2. Undertake a pilot research project which does not require ethical approval.	2.1 Evaluate different methodologies used in research and identify appropriate one to answer your research question 2.2 Evaluate the differing data collection methods available for your methodology 2.3 Discuss and carry out data collection
3. Critically evaluate research outcomes.	2.1 Evaluate and present data collected in an appropriate manner 2.2 Critically evaluate results, producing discussion and conclusions 2.3 Develop a short presentation to disseminate findings 2.4 Produce a critique of the process and the limitations of the project.

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

Blaxter, L., Hughes, C. and Tight, M (2010) How to research (4th ed) OUP

Bowling, A. Research Methods in Health: Investigating Health and Health Services (Open University Press, 2014) ISBN: 9780335262748

Parahoo, K. Nursing Research, Principles, Process and Issues (Palgrave Macmillan Ltd., 2014) ISBN: 9781137281265

Moule, P. (2015) Making sense of research in nursing, health and social care (5th ed) SAGE

Aveyard, H (2014) Doing a Literature Review in Health and Social Care. (3rd ed) OUP

Polgar, S. and Thomas, S.A (2008) Introduction to research in the Health Sciences (5th Ed) Churchill Livingstone

Journal of Health and Social Care Improvement

www.crlsresearchguide.org

Unit HSC504: Partnership Working in Health and Social Care

Unit code: A/505/9499
RQF level: 5

Unit aim

The aim of this unit is to enable learners to develop an understanding of the importance of working positively in partnership with others in health and social care.

Learners will explore the nature of partnership on three levels. First they will examine partnerships with users of services that empower individuals to make informed decisions and encourage independence. Second they will consider partnerships between different professionals within health and social care and explore inter-agency working. Finally, learners will investigate organisational partnerships and examine different ways of joint working.

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1. Explain philosophies and relationships in health and social care working.	1.1 Explain the philosophy behind working in partnership 1.2 Explain the potential barriers to working in partnership
2. Critically explore how to promote positive partnership working between users of services, professionals and organisations in health and social care.	2.1 Critically explore the role of inter-professional learning in developing partnership working 2.2 Critically explore the concept of 'communities of practice' and its influence on partnership working 2.3 Explain the role of personal budgets and its impact on working in partnership with service users
3. Evaluate the outcomes of partnership working in health and social care.	3.1 Evaluate the impact of child abuse enquiries on government thinking on working in partnership 3.2 Evaluate the positive impact of working in partnership

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

Cribb, A. and   Gewirtz, S. Professionalism - Key Themes in Health and Social Care (Polity Press, 2015) ISBN: 9780745653174

Cuthbert, S. and Quallington, J. Values for Care Practice: Health and Social Care: Theory and Practice (Reflect Press, 2008) ISBN: 9781906052058

Dickinson, H. Journals Evaluating Outcomes in Health and Social Care (Better Partnership Working) (Policy Press, 2008)

Glasby, J. and Dickinson, H. Partnership Working in Health and Social Care (Policy Press, 2008)

Baillie, L. and Black, S. Professional Values in Nursing (CRC Press, 2014), ISBN: 9781444180619

 Hardy, M. Governing Risk: Care and Control in Contemporary Social Work (Palgrave Macmillan, 2015) ISBN: 9780230364158

Walshe, K. and Smith, J. Healthcare Management (Open University Press, 2011) ISBN: 9780335243815

www.england.nhs.uk

www.communitycare.co.uk

www.scie.org.uk

www.wales.nhs.uk.siteplus.opendoc

Unit HSC505: Working with Service Users with Complex Needs

Unit code: T/505/9520
RQF level: 5

Unit aim

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

Learning Outcomes and Assessment Criteria

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

Assessment and delivery

Comprehensive assessment and delivery guidance and schedule is available to all centres from Qualifi.

Suggested Resources

Lishman, J. (2007) *Handbook for practice learning in social work and social care: knowledge and theory.* London: Jessica Kingsley

Holland, K and Hogg, C (2010) Cultural Awareness in nursing and Healthcare – An introductory text (2nd Ed) Hodder Arnold

Thompson, N () Promoting Equality: working with diversity and difference (3rd Ed) Palgrave Macmillan

Cuthbert, S and Quallington J (2008) Values for Care practice. Reflect Press

Fatchett, A (2012) Social policy for Nurses. Polity

Journals:

Health & Social Care in the Community

Journal of Health and Social Care Improvement

Appendix 2 Student Assessment Cover Sheet

Learner Reference Number	
Unit Level and Title	
Assignment Number	
Name of Tutor	
Date Submitted	
Essay/Assignment Question	

Any piece of student's work without a declaration **will not be accepted** for marking.

Declaration
1. This assignment is the product of individual work.
2. I am aware of what plagiarism is and the penalties that I/we would suffer if I am found to have committed plagiarism.
3. The work submitted is the product of my original work and where material and ideas have been taken from the published and unpublished work of others, reference to all original sources has been made in the text and via the reference, bibliography or notes sections, or by some other means.
4. I understand that 3% points are deducted for each day of late submission.

Instructions to Student:

Appendices, references and tables are not part of the word count. Ideally assignments should include an executive summary of key points, clarification of the question set and a critical perspective on the question based around course material. External sources should be referenced and wherever possible case examples included in the answer. Ensure that you provide a conclusion to the discussion that shows the balance of the argument.

The marking criteria are:
- Understanding of question and topic;
- Clarity and structure of argument;
- Use of sources and citation;
- Analysis and discussion of arguments.

Assignments should be submitted electronically to (insert address) using the Learner Reference Number. Do not write your name on the document.

Attach this cover sheet to all your assignments for submission and email the Course Administrator at (insert email address)

Appendix 3: Student Assessment Feedback Sheet

Name of Tutor	
Assignment Number	
Essay/Assessment Question	

Marking Criteria

Understanding of question and topic.	
Clarity and structure of argument.	
Use of sources and citation.	
Analysis.	
Conclusions and recommendations.	

General Comments

Grade Issued			
1st Marker		**Date**	
2nd Marker		**Date**	

Appendix 4: Evaluation by Student

Qualification Title:

Name	
Date	
Tutor	
Module title(s)	
Assessment/Learning Period	

In the following sections please provide any information that will help us to improve the programme

Curriculum design, content and organisation

Teaching, learning and support

Assessment methods and feedback

Student achievement (to what extent have you met the learning outcomes)

Any further comments

Appendix 5: A Guide to Essay Writing

QUALIFI Ltd provides guides to writing essays and reports in line with expectations at this level of learning.

This guide is available on request through your tutor in the first instance or by emailing:
 support@QUALIFI-international.com

Essays require a structure with the arguments or topics flowing cohesively through the document in a logical manner in order to create an argument that answers the question asked. If you've prepared a good outline, the resulting written work's structure should develop from that. Reports and Briefing Papers have similar requirements although the logical structure is made explicit through headings and sub-headings.

As you write try to be concise and to the point. Think of the most economical way of putting every point across. Similarly, be as clear as possible. If you don't understand what you have written the chances are that nobody else will either. Try to give the reader a smooth progression from one idea to the next through your work, rather than a series of random, disconnected points. Your writing should lead the reader clearly and naturally to your conclusion.

With this in mind, you should only use bullet points if they are appropriate, i.e. you have an actual list of brief items that are clearly a list. Don't write in bullet points because you think it relieves you of the need for a logically flowing structure.

Avoid the use of jargon unless you are sure what it means. Likewise, don't pepper you work with large, unwieldy words in an effort to sound 'academic.' Using words that you almost (but don't quite) understand fully simply makes you sound silly.

Try to put things in your own terms. There is no sense in regurgitating passages from books or articles that you clearly don't understand, and this in any case carries the risk of committing plagiarism. Nobody wants to see that you have merely read the books; you need to show that you have understood them. A good assignment demonstrates both an understanding of relevant readings and independent thought about a topic.

You should therefore use direct quotations sparingly. Direct quotations should only be used when an author says something utterly unique in a unique and memorable way. Direct quotations are meant to add emphasis and interest to your ideas. They are not meant to be a substitute for your ideas.