



Level 3 Diploma in Health and Social Care

Specification (For Centres)

December 2016

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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 who are responsible for awarding organisations 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 can attain 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 consider 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 able 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.

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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 Qualification is to:

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

The 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 health and social care environment and different organisation's ability to stay resilient and respond positively to change and opportunities will be explored.

Management of a range of health and social care operations and functions and challenges for organisations will introduce Learners to 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;
- 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 Qualification 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 Qualification.

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

1.3 Qualification titles and codes

The Qualification has 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 Qualification are as follows:

Qualifi Level 3 Diploma in Health and Social Care (603/0819/9)

1.4 Awarding institution

QUALIFI LTD

2 Programme purpose

2.1 Reasons for the Qualification

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

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

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

The Diploma is accredited at Level 3 with a total equivalence of 60 credits. It is envisaged that learners completing the Level 3 Diploma will progress to the QUALIFI Level 4 Certificate in Health and Social Care.

2.2 Rationale, aims and learning outcomes of the course

The rationale of the programme is to provide a career path for learners who wish to develop their care capabilities within the health and social care sector. The outcome of the Diploma, which is a recognised UK Qualification, is for learners to develop the skills required by organisations globally.

All QUALIFI 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 qualification will:

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

The qualification provides 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 qualification will help to prepare professional staff and managers of the future in the health and social care sector. The qualification provides 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 learners in the workplace but equally appropriate for full-time learners who can also participate in formal work placements or part-time employment. Learners 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 QUALIFI Level 4 Certificate in Health and Social Care 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:

1. To equip individuals with the knowledge, understanding and skills required for success in employment in the health and social care sector

2. To enable progression to the first year of a degree or related professional qualification
3. To provide specialist study relevant to individual vocations and environments in which learners are currently working, or to which learners are aiming to work within the health and/or social care sector
4. To develop learners' ability to contribute positively to good practice in the health and social care environment through effective use and combination of the knowledge and skills gained in the qualifications
5. To develop skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enabling learners to make an immediate contribution to employment.

2.4 Learning Outcomes of the 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. The ability to read and use appropriate literature with a full and critical understanding the ability to think independently and solve problems
2. Applying subject knowledge and understanding to address familiar and unfamiliar problems
3. 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
4. An appreciation of the interdisciplinary nature of health and social care service provision
5. Capacity to give a clear and accurate account of a subject, in a mature way and engage in debate and dialogue both with specialists and non-specialists.
6. To develop transferable skills and knowledge which will enable individuals to meet changing
7. 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 a level 3 qualification. The learning outcomes for each of the units are identified in Appendix 1 within the 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

QUALIFI Level 3 Diploma in Health and Social Care:

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:

- Learners who possess Qualifications at Level 2 and/or;

- Learners who have work experience in the health and social care sector and demonstrate ambition with clear career goals;
- Learners who possess a level 3 qualification in another discipline and want to develop their careers in health and social care.

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 5 (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 Diploma in Health and Social Care is a Level 3 Qualification made up of 60 credits.

All units are 10 credits in value. 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 10-credit unit approximates to a TQT of 100 hours incorporating 50 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

There are mandatory and optional units for this Qualification. All units cover a number of topics relating to learning outcomes. Each module has the equivalency of 10 credits.

Learners are required to complete 6 modules to achieve the 60 credits required to gain the Level 3 Diploma in Health and Social Care. Learners 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 3 Diploma in Health and Social Care comprises 6 Units in total.

The Diploma requires 4 Mandatory Units and a minimum of 2 Optional Units

Unit Reference	Mandatory Units	Level	TQT	Credits
HSC301	An Introduction to Health and Social Care	3	100	10
HSC302	Communication for Health and Social Care	3	100	10
HSC303	Promoting Health in the Population	3	100	10
HSC304	Person-Centred Care	3	100	10
Unit Reference	Optional Units	Level	TQT	Credits
HSC305	Understanding Diabetes Care	3	100	10
HSC306	Understanding Stroke Care	3	100	10
HSC307	Understanding Dementia Care	3	100	10

4.3 Progression and links to other QUALIFI programmes

Learners completing the **QUALIFI Level 3 Diploma in Health and Social Care** will allow progress to:

- the QUALIFI Level 4 Certificate in Health and Social Care, or
- the first year of undergraduate study in health and social care; 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 Diploma course delivery leads itself 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.

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 assistance.

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 can 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 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 can be assessed through a number of methods. 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.

Assessments 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, where possible, 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 assessments can be included as part of the Qualification Specification supplied to Centres.

7.1 Assessment Strategy

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

Assessment is varied and may include; written reports, 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 in 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. If 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 contacting 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 HSC301: An introduction to Health and Social Care

Unit code: D/615/3823

RQF level: 3

Aim

Learners will come to understand what it is like to work in Health and Social Care, the responsibilities in line with maintaining the health and safety and safeguarding rights of individuals in their care. Always being aware of issues around data protection, confidentiality and possibilities for discriminatory practice.

Learners will come to understand the role of regulatory bodies and their impact upon their working lives as well as the monitoring processes in place to ensure the delivery of high quality care.

Learners will begin to examine the many different professionals who may be involved in the delivery of care to an individual, what their roles are and how and where these services are delivered. Potential barriers to inter-professional working and the sharing of information will be covered and the effect this can have on the individual receiving care.

The assessment will be by a written assignment using case studies to give real life scenarios that you may come across in Health and Social care. Each Learning outcome will have a separate case study to allow you to display an in-depth knowledge of each outcome.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1.Show understanding of the main roles and responsibilities of Health and Social care workers when delivering care	1.1 Explain how health and social care professionals protect individuals in their care 1.2 Discuss the mechanisms for reporting poor practice in Health and Social care
2. Show understanding of the importance of regulatory bodies in delivery of high quality care	2.1 Discuss the roles of regulatory bodies that inspect Health and Social care provision. 2.2 Identify the professional bodies that regulate the professions within health and social care
3. Evaluate the role of the inter-professional team in delivering Health and Social care	3.1 Explain the roles and responsibilities of the inter-professional team in meeting care needs in the case study

	<p>3.1 Discuss the difference between multi-disciplinary and inter-professional team working</p> <p>3.2 Discuss the potential barriers to team working and how they could be overcome.</p>
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Indicative Content

Learners must cover the following topics:

1. Understand the multiple responsibilities of Health and Social care workers:

- What are their organisations policies and procedures?
- Importance of providing dignified personal care
- How to assess needs of individuals and joint care planning with individual and family
- How to Encouraging Independence
- Promoting anti-discriminatory practices
- Empowering Individuals
- How do we ensure safety for both clients and staff?
- Ensuring confidentiality and data protection, codes of practice and legislation.

2. Understand the ways that Health and social care providers are regulated and inspected:

- Care Quality Commission (CQC), National Institute for Health and Care Excellence (NICE) and what they do.
- Professional body regulation e.g. NMC, HCPC etc. and how they work.
- The Organisations role in helping their employees meet standards, implementing codes of practice, CPD etc.

3. Evaluate the role of inter-professional teams:

- What is the difference between inter-professional and multi-disciplinary teams?
- Why do we need inter-professional working and what are the benefits for individuals receiving care?
- Barriers to inter-professional working and how can they be overcome.
- Involving everyone in care decisions, the holistic approach to care delivery.
- Learners must be exposed to the relevant legislations/ resources covering these topic areas

Delivery Guidance

The course will be delivered by a blended learning approach where students will attend face to face sessions but will also be expected to work independently to research information around the topic areas. Students will need to spend 3 hours a week in face to face classroom activity but an additional 6 – 7 hours per week in directed and independent study activity.

Students can be given access to resources for each of the sessions via a Virtual Learning Environment. This means that students can access resources to study at any time that is convenient to them. They can go back and look at resources used in the classroom and have on-line chats with their study groups and lecturers to enhance deep learning of the topic.

The face to face sessions will be interactive with group activities, peer learning and presentations. On -going assessment of learning via question and answer, quizzes and formative assessments will ensure that learners have understood the topic and are ready to move onto new areas.

Tutors will provide one to one feedback to students on their progress towards summative assessment submission. Feeding back on draft work before final submission.

Students will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

This unit will be assessed via a written piece of work. A work book will be used where students are given case studies relevant to each of the learning outcomes and are tasked with answering questions about the case study that will cover the individual assessment criteria. This means that learners will be exposed to real –life scenarios from the Health and Social care profession.

The total word count will be equivalent to 2,500 words and students will be given the marking criteria to show what needs to be achieved to receive higher grades of merit and distinction for their work, this will involve deeper analysis and evaluation of the topics covered in their answers.

Suggested Resources

www.communitycare.co.uk

www.england.nhs.uk

<https://www.nice.org.uk/>

www.cqc.org.uk/

Cribb, A. and Gerwitz, S. (2015) Professionalism- Key themes in Health and Social care, Polity Press

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

Unit HSC302: Communication for Health and Social Care

Unit code: D/615/3824

RQF level: 3

Aim

Being able to communicate effectively is a pre-requisite in any positive interaction, be this with a service user, carer, colleague or external agency. We take communication for granted but in Health and Social care there are many methods of communication which we need to be proficient in.

During this unit learners will look at the variety of methods of communication used within Health and Social care practice. Be able to outline principles of effective communication and how to identify and overcome common barriers to high quality communication.

Learners will also become familiar with the different methods of oral and written communication used, be that in handing over information to colleagues face to face, or by telephone and the benefits and potential weaknesses of each. They will also learn how to produce and present orally via a presentation, this skill is very useful within the Health and Social Care arena. How to present written information in a formal way via care plans, reports etc. will also be covered.

Finally, learners will look at the range of IT innovations within the Health and Social care sector by which service user information can be communicated within the team and to external partners in care. Issues around data protection and confidentiality will be discussed.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the role of communication in effective Health and Social care practice	1.1 Describe the methods used to communicate in Health and Social care and 1.2 Discuss the strengths and weaknesses of both formal and informal communication methods 1.3 Outline the principles of effective communication. 1.4 Explain potential barriers and how they can be overcome.
2. Be able to communicate information in a variety of formats	2.1 Discuss the different methods of oral and written communication found commonly in Health and Social care 2.2 Produce an oral presentation and deliver to an audience at appropriate level 2.3 Produce a written communication that is appropriate for your organisational role
3. Understand the importance of ICT in communication in Health and Social care	3.1 Discuss the benefits and potential hazards of using technology in communications for organisations

	<p>3.2 Discuss the benefits and potential hazards of using technology in communications for service users</p> <p>3.3 Explain the issues around Data protection and how it is implemented in Health and Social care</p>
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Indicative Content

1: Understand the Role of Effective communication in Health and Social Care Practice

- Methods of communication and an understanding of basic models of communication used in Health and Social care.
- Non-verbal, verbal, visual, face to face, formal and informal, vertical and horizontal, internal and external.
- When to choose different communication methods
- Differences between communication channels in large and small organisations
- The strengths and weaknesses of different communication methods
- Principles of effective communication, clarity of message, and language, choice of channel, listening to response

2: Be able to communicate information in a variety of formats

- Styles and methods of oral communication, conversation, formal presentation, discussion groups, case discussions, interviews, formal and informal, adapting communication methods for the audience, the use of non-verbal cues to strengthen the message.
- Producing and delivering a presentation, using appropriate software, producing handouts and answering questions. Show subject knowledge, adapting answers to audience.
- Looking at written styles in Health and Social care, note writing following care intervention, care plans, report writing for case discussions. Letters and e-mails. Formal and informal written communication. Integrating images, tables and graphs into reports.

3: Understand the importance of ICT in communication in Health and Social care

- Use of technology in Health and Social care
- Use of communication technology for benefits of carers and organisations, social media, e-mail, web –sites, presentation software.
- Use of Communication technology for service users with communication needs, communication aids available for various disabilities to promote communication.
- The use of Tele-medicine
- Issues of data protection and confidentiality.

Delivery Guidance

The course will be delivered by a blended learning approach where students will attend face to face sessions but will also be expected to work independently to research information around the topic areas. Students will need to spend 3 hours a week in face to face classroom activity but an additional 6 – 7 hours per week in directed and independent study activity.

Students can be given access to resources for each of the sessions via a Virtual Learning Environment. This means that students can access resources to study at any time that is convenient to them. They can go back and look at resources used in the classroom and have on-line chats with their study groups and lecturers to enhance deep learning of the topic.

The face to face sessions will be interactive with group activities, peer learning and presentations. On -going assessment of learning via question and answer, quizzes and formative assessments will ensure that learners have understood the topic and are ready to move onto new areas.

Tutors will provide one to one feedback to students on their progress towards summative assessment submission. Feeding back on draft work before final submission.

Students will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

The students will be assessed on each of the Learning outcomes in a different way, mirroring the diversity of communication methods used in Health and Social care.

LO1 and linked assessment criteria will be assessed by the production of a short written assignment covering all 4 assessment criteria

LO2 and linked assessment criteria will be assessed by the student, producing and presenting an appropriate 10 min presentation to an audience and answering any related questions, demonstrating knowledge of the subject area. The student will also provide a written report or care plan that has been produced in the work place with appropriate validation from the workplace that this is the students work.

LO3 and linked assessment criteria will be assessed via a professional discussion with the learner carried out by an assessor from the college. Questions used will be standardised and the discussion will be recorded.

Suggested Resources

McCorry, L.K and Mason, J. (2011) Communication skills for Healthcare Professionals
Moss, B. (2015) Communication Skills for Health and Social Care. Sage Publications
Taylor, J. (2003) Study Skills in Healthcare. Nelson Thornes

www.RNIB.org.uk

Unit HSC303: Promoting Health in the Population

Unit code: K/615/3825

RQF level: 3

Aim

Promoting Health is the responsibility of everyone who works in Health and Social care. It is also an important government agenda. So how do we as individuals promote the health of our service users and the government promote health within the wider population?

Within this unit we will look at how the government through organisations such as Public Health England try to improve the health of the population, we will look at policies and activities they undertake to improve the health of the nation. We will also look at their role in monitoring the populations health. What factors can affect health and the government's role in trying to reduce these will be discussed.

From an individual's view, we will look at the role of health promotion and some common approaches and models used by practitioners to promote and protect the health of the communities they serve. We will look at how to run a small health campaign and how to overcome barriers to participation.

It may seem strange to look at this area if you currently care for service users with long term conditions but we must as professional always be looking at ways to support our service users to maintain as healthy a lifestyle as possible to minimise development of future health conditions.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1.Examine how public health policy is developed to improve the health of the population	1.1 Discuss the process for developing a public health policy 1.2 Identify the potential groups who can influence public health policy 1.3 Explain how the government monitors the health of the nation.
2.Examine factors that can affect health in the population	2.1 Discuss the factors affecting health across the nation 2.2 Discuss the potential benefits of improving health across the nation
3. Discuss how Health promotion can influence individuals to adopt healthy lifestyles	3.1 Evaluate two models commonly used in health promotion 3.2 Discuss approaches commonly used to increase public awareness.
4. Develop a health promotion event and analyse its effectiveness	4.1 Produce health promotion material for a target audience 4.2 Deliver a small health promotion campaign 4.3 Analyse any effects of the campaign

Indicative Content

1: Examine how public Health policy is developed to improve the health of the population

- Identifying and monitoring the health needs of the population
- Identifying and protecting individuals from communicable diseases and environmental issues which could lead to health consequences
- How do we find out the health needs of the population?
- Local and national provision of public health priorities
- Groups who influence policy, government agencies (DoH) Charities and Pressure groups, British Heart foundation (BHF) Diabetes UK, Cancer Research UK etc. The role of World Health Organisation.
- How do we monitor the health of the nation?
- Important reports such as the Black report (1980) and Acheson report (1998) and their continuing impact on public Health policy

2: Examine the factors that can affect health in the population

- Looking at Socio-economic factors, environmental, lifestyle choices
- Links between the above and prevalence of health and ill health in populations
- The positive impact of improved health in populations.
- Looking at case studies of outcomes of improved public health on the nation and individuals
- Quality of life measures and life expectancy

3: Discuss how health promotion can influence individuals to adopt healthy lifestyles

- Models of health promotion: Health belief model, theory of reasoned action, stages of change model
- Approaches to deliver the health promotion messages: Health education, mass media, community involvement, empowerment, role of individuals, national campaigns.

4: Develop a Health promotion event and analyse its effectiveness

- Health promotion material- looking at different types
- Understanding your audience and how to reach them
- Planning a campaign, resources/ time/ publicising
- Running a campaign, gaining feedback from participants
- Follow up and how we can measure effects.
- Potential barriers to participation

Delivery Guidance

The course will be delivered by a blended learning approach where students will attend face to face sessions but will also be expected to work independently to research information around the topic areas. Students will need to spend 3 hours a week in face to face classroom activity but an additional 6 – 7 hours per week in directed and independent study activity.

Students can be given access to resources for each of the sessions via a Virtual Learning Environment. This means that students can access resources to study at any time that is convenient

to them. They can go back and look at resources used in the classroom and have on-line chats with their study groups and lecturers to enhance deep learning of the topic.

The face to face sessions will be interactive with group activities, peer learning and presentations. On -going assessment of learning via question and answer, quizzes and formative assessments will ensure that learners have understood the topic and are ready to move onto new areas.

Tutors will provide one to one feedback to students on their progress towards summative assessment submission. Feeding back on draft work before final submission.

Students will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

LO1 and its linked assessment criteria will be assessed by a short written piece of work (1000 words max) which addresses the assessment criteria.

LO2 and its linked assessment criteria will be assessed by a professional discussion will be held between the student and the lecturer. Standardised questions will be used. Students can bring notes and data to the discussion but they must be used to enhance the discussion. The discussion will be recorded.

LO3 Students will produce a poster on which they will discuss the 2 Health promotion models and how these models can be actioned via various approaches to get the health message across.

LO4 and its linked assessment criteria will be assessed by the students developing and running a small health promotion campaign. Materials produced, feedback gained and an analysis of effectiveness will be produced in a portfolio of evidence.

The four sections will be submitted in a portfolio format.

Suggested Resources

Naidoo, J. and Wills, J (2016) Foundations for Health promotion (4th Edition). Elsevier
Wilson, F. and Mabhala, M. (2009) Key Concepts in Public Health. Sage

<https://www.gov.uk/government/organisations/public-health-england>

Unit HSC304: Person-Centred Care

Unit code: M/615/3826

RQF level: 3

Aim

Within this unit learners will look at the role of person centred care in their interactions with service users. They also consider other models of care delivery and discuss their strengths and weaknesses in delivering care needs to different populations of service users. Delivering high quality care is not always easy and we will look at potential ethical issues that could arise and how these could be dealt with.

Learners will develop an understanding of the difficulties of balancing individual autonomy and minimising potential risk to vulnerable service users.

Learners will look at relevant health and social care legislation that impacts upon both those delivering care and individuals receiving care. The role of Government departments and other agencies in producing legislation and guidance and how this affects local policies, procedures and care delivery will be discussed.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the professional values and attributes of a Health and Social care worker	1.1 Compare and contrast person centred care with one other model of care delivery. 1.2 Discuss how to promote equality and diversity when working with service users 1.3 Define the personal attributes required in Health and Social Care and how they inform practice 1.4 Explain the concept of empathy with links to current theories
2. Explore the ethical issues involved when meeting care needs.	2.1 Define ethics with particular reference to medical ethical principles 2.2 Identify the ethical issues from the case study and discuss how these could be resolved.
3. Understand the policies and legislation that govern health and social care practice	3.1 Discuss two pieces of legislation in relation to Health and Social care and how they impact upon delivery of care 3.2 Analyse the roles of 2 agencies who provide guidance for safe and effective care delivery in the health and social care sector.

Indicative Content

1: Understand the professional values and attributes of a Health and Social care worker

- Models of care, definitions and the aims of each model. Comparing and contrasting models.
- Person centred care – what does it mean in Health and Social care practice
- What is equality, diversity and discrimination, definitions, prevention and the care worker's role
- The 6C's of Health and Social Care Workers, definitions
- People skills such as patience, problem solving skills, Communication skills, conflict management skills and negotiating skills.
- What is empathy and why is it important for Health and Social care workers to be empathetic
- Current theories of empathy

2: Explore the ethical issues involved when meeting care needs

- Define Ethics. In particular, cover the principles which relate to interaction with service users. Duty of Care etc.
- Common ethical issues in relation to Health and Social care, balancing services against resources, minimising risk whilst maintaining individual choice, the needs of one against the needs of many. Sharing of information, issues with confidentiality.
- Link the examples to the ethical principles discussed.
- Gain examples from learners and discuss the ethical issues and possible positive outcomes of the situations.

3: Understand the policies and legislation that govern health and social care practice

- Cover the main legislative and policy making departments and organisations that influence policies in Health and Social care, NHS, DH, NICE, HSE and their role in influencing Health and Social care delivery.
- Look at legislation such as Equality Act 2010, Care Act 2014, Mental Health Act 2007 etc.
- Look at examples of NICE guidance on Care Pathways and care Plans
- Look at HSE guidance on risk assessments
- Discuss how these national guidelines are enacted in individual organisations.

Delivery Guidance

The course will be delivered by a blended learning approach where students will attend face to face sessions but will also be expected to work independently to research information around the topic areas. Students will need to spend 3 hours a week in face to face classroom activity but an additional 6 – 7 hours per week in directed and independent study activity.

Students can be given access to resources for each of the sessions via a Virtual Learning Environment. This means that students can access resources to study at any time that is convenient to them. They can go back and look at resources used in the classroom and have on-line chats with their study groups and lecturers to enhance deep learning of the topic.

The face to face sessions will be interactive with group activities, peer learning and presentations. On -going assessment of learning via question and answer, quizzes and formative assessments will ensure that learners have understood the topic and are ready to move onto new areas.

Tutors will provide one to one feedback to students on their progress towards summative assessment submission. Feeding back on draft work before final submission.

Students will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

The learner would produce an essay covering all the assessment criteria within a piece of work which is around 2000 – 2500 words long. Within the essay students will utilise in text referencing and produce a reference list utilising the Harvard Referencing style.

Students who develop their arguments by analysing and evaluating the information used within the assignment and therefore showing a greater in-depth knowledge of the topic area will gain higher grades than pass.

Suggested Resources

Cuthbert, S and Quallington, L (2008) Values for Care Practice. Reflect Press
Holland, K and Hogg, C (2010) Cultural awareness in Nursing and healthcare- an introductory text (2nd Ed). Hodder Arnold
Kennedy, P. (2013) Key Themes in Social Policy. Routledge.
Cranmer, P. and Nhemachena, J. (2013) Ethics for Nurses: Theory and Practice. Open University

<https://www.nice.org.uk/>

www.hse.gov.uk/

Unit HSC305: Understanding Diabetes Care

Unit code: T/615/3827

RQF level: 3

Aim

Diabetes especially Type 2 Diabetes is a growing Healthcare issue in the UK. Many service users will have diabetes and the associated complications associated with it. This can seriously affect quality of life and in some cases, can lead to the need for limb amputation causing enormous physical and psychological challenges for the service user.

An understanding of the physiology behind the condition, associated complications and associated treatment and care needs will enhance your understanding and care of these service users.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the causes and effects of Type 2 Diabetes	1.1 Discuss the reasons for increase in Type 2 Diabetes in the population 1.2 Explain the signs and symptoms of Type 2 Diabetes
2. Examine the clinical investigations associated with diagnosis of Type 2 Diabetes	2.1 Compare and contrast the clinical investigations associated with diagnosis of Type 2 Diabetes
3. Examine the treatment and support available for service users with Type 2 Diabetes	3.1 Explain the Treatment and support available for service users when initially diagnosed with Type 2 Diabetes 3.2 Discuss the common complications associated with Type 2 Diabetes 3.2 Explain the treatment and support available for service users with long term complications of Type 2 Diabetes.

Indicative Content

1. Understand the causes and effects of Type 2 Diabetes

- What is Diabetes
- Difference between Type 1 and Type 2 Diabetes
- Causes of Type 2 Diabetes
- Prevalence in population/ potential costs to Health and Social care sector
- Signs and Symptoms of type 2 Diabetes.
- Link signs and symptoms to body physiology

2: Examine the clinical investigations associated with diagnosis of Type 2 Diabetes

- Common investigations associated with Diabetes
- Accuracy of tests

3: Examine the treatment and support available for service users with type 2 Diabetes

- Support available upon initial Diagnosis, support groups, medical and nursing support, Health education.
- Treatment regimes available, lifestyle issues, medication, diet
- The Diabetes 'Team' Vascular surgeon, G.P. Diabetes nurse specialist, Chiropodist etc.
- Complications of poorly controlled Type 2 Diabetes, ulcers, gangrene, limb amputation, sight loss, neuropathy, kidney problems, heart disease etc.
- Treatment options for complications associated with Type 2 Diabetes especially surgical interventions for ischaemic limbs and implications for care.
- Rehabilitation options post -surgery, the role of the rehabilitation team

Delivery Guidance

The course will be delivered by a blended learning approach where students will attend face to face sessions but will also be expected to work independently to research information around the topic areas. Students will need to spend 3 hours a week in face to face classroom activity but an additional 6 – 7 hours per week in directed and independent study activity.

Students can be given access to resources for each of the sessions via a Virtual Learning Environment. This means that students can access resources to study at any time that is convenient to them. They can go back and look at resources used in the classroom and have on-line chats with their study groups and lecturers to enhance deep learning of the topic.

The face to face sessions will be interactive with group activities, peer learning and presentations. On -going assessment of learning via question and answer, quizzes and formative assessments will ensure that learners have understood the topic and are ready to move onto new areas.

Tutors will provide one to one feedback to students on their progress towards summative assessment submission. Feeding back on draft work before final submission.

Students will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

The Learning outcomes and associated assessment criteria will be assessed by use of a workbook produced by the College which gives the student the opportunity to answer sections as they are covered in the course.

Students will be encouraged to use information gained in class activities as well as resources and from their own investigations to enhance their assignment submission. Students will be expected to reference their work.

Students will be given the marking criteria for the assessment which will show them what is required to gain higher grades within the assessment.

Suggested Resources

Whettem, E. (2012) Diabetes (nursing and Health survival guides) Routledge

NICE (2011) Diabetes in Adults quality standards. NICE, London

<https://www.diabetes.org.uk/>

Unit HSC306: Understanding Stroke Care

Unit code: A/615/3828

RQF level: 3

Aim

Many of the service users you care for may have had a stroke – or more correctly a Cerebrovascular accident. It is important to know the causes and effects of the condition if you are to provide quality care.

During this unit, the learners will study the types of Cerebrovascular accidents (CVA) and the symptoms displayed including mobility and speech and swallowing problems. Diagnostic tools utilised in identifying the cause of the CVA will be covered.

Learners will look at the role of acute care in maximising a positive outcome and the longer-term treatment supplied by the rehabilitation team. Measures that could reduce the incidence of CVA will be examined as well as looking at support available for both those following a CVA and their family. Aids to communication will be covered. The benefit of specialised Stroke units in positive outcomes will be discussed.

Assessment will be via workbook with questions/tasks covering all assessment criteria.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the causes and effects of Cerebrovascular Accident (CVA)	1.1 Explain the different types of CVA 1.2 Discuss the signs and symptoms of left sided and right sided CVA. 1.3 Analyse the reasons for different presentations of signs and symptoms with regard to physiology of brain
2. Examine the risk factors associated with a Cerebrovascular accident (CVA) and common investigations associated with diagnosis.	2.1 Discuss the risk factors associated with a CVA and preventative health measures. 2.2 Compare and contrast the available investigations associated with diagnosis of CVA
3. Examine the treatment and support available for service users following a CVA and their families	3.1 Describe the acute and long term care post CVA. 3.2 Discuss the roles and interventions of the rehabilitation team 3.3 Evaluate the effectiveness of care in a specialised stroke unit on outcomes.

Indicative Content

1. Understand the causes and effects of Cerebrovascular Accident (CVA)

- Overview of Cerebrovascular Accidents, definition, prevalence etc.
- Types of CVA (Haemorrhagic and Ischaemic)
- Basic Physiology associated with the two types of CVA
- Signs and Symptoms of CVA Left sided versus right sided
- Mobility problems, paralysis, Speech problems (dysphasia/ Aphasia), Swallowing problems.
- Health Education re recognising Stroke F.A.S.T

2. Examine the risk factors associated with a Cerebrovascular accident (CVA) and common investigations associated with diagnosis.

- Risk factors (Diabetes, Hypertension, Atrial Fibrillation etc.) and reducing prevalence, health education messages (Normalising BP, Reducing Cholesterol, Healthy diet, Exercise, stopping smoking, drinking in moderation) and links to risk factors.
- Role of medication
- Diagnostic tools used in suspected CVA (Blood tests, Carotid Ultrasound, CT Scan, ECG etc.)
-

3. Examine the treatment and support available for service users following a CVA and their families

- Acute Care - what does research and clinical guidelines say about best practice?
- Long term Rehabilitation, roles of Rehabilitation team, treatment interventions, aids and adaptations.
- Role of specialised Stroke units, evidence of impact on outcomes.
- Support available for those post CVA and their families.
- Quality of Life issues

Delivery Guidance.

The course will be delivered by a blended learning approach where students will attend face to face sessions but will also be expected to work independently to research information around the topic areas. Students will need to spend 3 hours a week in face to face classroom activity but an additional 6 – 7 hours per week in directed and independent study activity.

Students can be given access to resources for each of the sessions via a Virtual Learning Environment. This means that students can access resources to study at any time that is convenient to them. They can go back and look at resources used in the classroom and have on-line chats with their study groups and lecturers to enhance deep learning of the topic.

The face to face sessions will be interactive with group activities, peer learning and presentations. On -going assessment of learning via question and answer, quizzes and formative assessments will ensure that learners have understood the topic and are ready to move onto new areas.

Tutors will provide one to one feedback to students on their progress towards summative assessment submission. Feeding back on draft work before final submission.

Students will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

The Learning outcomes and associated assessment criteria will be assessed by use of a workbook produced by the College which gives the student the opportunity to answer sections as they are covered in the course.

Students will be encouraged to use information gained in class activities as well as resources from their own investigations to enhance their assignment submission. Students will be expected to reference their work.

Students will be given the marking criteria for the assessment which will show them what is required to gain higher grades within the assessment.

Suggested Resources

Riske, J. and Culver, K. (2016) Stroke: A Nurse Guide to caring for the patient. Nurseology Consultants, LLC.

<https://www.nice.org.uk/guidance/cg162/evidence/full-guideline-190076509>

<https://www.stroke.org.uk/>

Unit HSC307: Understanding Dementia Care

Unit code: F/615/3829

RQF level: 3

Aim

Dementia is a growing Healthcare issue in the UK. Many service users will have dementia and the associated complications associated with it. This can seriously affect quality of life not only for the service user but for their family and friends. The psychological and physical burden of caring for someone with Dementia is huge.

An understanding of the physiology behind the condition, associated complications and associated treatment and care needs will enhance your understanding and care of these service users.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the causes and effects of Dementia	1.1 Discuss the reasons for increase in Dementia in the population 1.2 Explain the signs and symptoms of Dementia
2. Examine the investigations associated with diagnosis Dementia	2.1 Compare and contrast the available investigations associated with diagnosis of Dementia
3. Examine the treatment and support available for service users with Dementia and their families	3.1 Explain the Treatment and support available for service users when initially diagnosed with Dementia 3.2 Discuss the long-term complications associated with Dementia 3.3 Explain the treatment and support available for service users at the end stages of Dementia. 3.4 Explain the support available for families with relatives with end stage dementia

Indicative Content

1: Understand the causes and effects of Dementia

- What is Dementia?
- Different types of Dementia and their causes (Alzheimer's disease – degenerative changes, Vascular Dementia, - atherosclerosis (links to stroke) Lewybody dementia and links to Parkinson's disease etc.
- Prevalence in population/ potential costs to Health and Social care sector

- Signs and symptoms of Dementia- reduced reasoning and communication ability, behaviour changes, difficulty in processing information and altered sleep patterns, reduced mobility and signs of anxiety and depression
- Look at symptoms common to all dementias (confusion and forgetfulness, behaviour changes and mood swings, anxiety, loss of control of bowel and bladder, communication issues)
- Discuss particular additional symptoms which may be present in the distinct types of Dementia
- Make links between signs and symptoms and brain anatomy/ physiology.

2: Examine the investigations associated with diagnosis of Dementia

- Common investigations associated with Dementia
- Accuracy of tests

3: Examine the treatment and support available for service users with Dementia and their families

- Look at the effects of Quality of Life issues for both service user and carers
- Support available upon initial Diagnosis, support groups, medical and nursing support, support available for families
- Potential treatment regimes available, lifestyle issues, medication, diet, exercise and sensory stimulation, aids and assistive technology
- The Dementia 'Team' Geriatrician, G.P. Dementia nurse specialist, Occupational therapist, family, charities
- Safeguarding issues with people who have dementia, Dignity/ Privacy /safety/ ethical issues around autonomy versus safety.
- The course of the disease process, milestones.
- End of Life Care
- Bereavement counselling

Delivery Guidance

The course will be delivered by a blended learning approach where students will attend face to face sessions but will also be expected to work independently to research information around the topic areas. Students will need to spend 3 hours a week in face to face classroom activity but an additional 6 – 7 hours per week in directed and independent study activity.

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Students will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

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The Learning outcomes and associated assessment criteria will be assessed by use of a workbook produced by the College which gives the student the opportunity to answer sections as they are covered in the course.

Students will be encouraged to use information gained in class activities as well as resources from their own investigations to enhance their assignment submission. Students will be expected to reference their work.

Students will be given the marking criteria for the assessment which will show them what is required to gain higher grades within the assessment.

Suggested Resources

Earlstein, F. (2016) Dementia, types, diagnosis, symptoms, treatment, causes, neurocognitive disorders, prognosis, research, history, myths and more. NRB Publishing

Andrews, J. (2015) Dementia: The one-stop guide: practical advice for families, professionals and people living with dementia and Alzheimer's disease. Profile Books Ltd

<https://www.alzheimers.org.uk>

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

<i>Understanding of question and topic.</i>	
<i>Clarity and structure of argument.</i>	
<i>Use of sources and citation.</i>	
<i>Analysis.</i>	
<i>Conclusions and recommendations.</i>	
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

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 your 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.