

LEVEL 6 DIPLOMA IN HEALTH AND SOCIAL CARE MANAGEMENT (RQF)

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QUALIFICATION OBJECTIVES

The Health and Social Care Management qualifications are designed to equip learners with underpinning knowledge, understanding and skills for success in employment in the Health and Social Care sector at a management level. The programmes allow learners to demonstrate their skills by producing evidence from their work activities, to meet national occupational standards. Learners will acquire care management skills in the Health and Social Care sector.

QUALITY, STANDARDS AND RECOGNITIONS

Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit register of [Regulated Qualifications](#).

Qualifications Wales is a Welsh Government Sponsored Body but independent from the Welsh Government in relation to its qualifications functions for which is directly accountable to the National Assembly for Wales. It is responsible for the regulation of awarding bodies and the quality assurance of qualifications in Wales. It is charged with ensuring that qualifications in Wales are fit for purpose, that the qualification system in Wales is efficient and effective and that there is public confidence in qualifications in Wales. Visit [Qualifications Wales](#) for more information.

This qualification offers progression arrangement with several UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and master's/top-up programmes.

REGULATORY INFORMATION

Qualification Title	Level 6 Diploma in Health and Social Care Management (RQF)
Duration	1 Year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200 Hrs
Overall Grading Type	Pass
Assessment Methods	Coursework
Language of Study	English

EQUIVALENCE

This Health and Social Care Management qualifications are at level 6 according to the Regulated Qualifications Framework (RQF). Level 6 Diploma in Health and Social Care Management which worth at least 120 credits and equivalent to Undergraduate Degree Final Year in the UK.

PROGRAMME STRUCTURE

The Level 6 Diploma in Health and Social Care Management is a 120 credit qualification that includes eight mandatory units. To achieve the Level 6 Diploma in Health and Social Care Management, learners must complete all 8 units equalling 120 credits.

Unit Ref	Unit title	Credit	TQT
A/507/9476	Personal and Professional Development in Health and Social Care	10	100
D/507/9471	Managing Quality in Health and Social Care	15	150
H/507/9469	Principles of Health and Social Care Management	15	150
H/507/9472	Health and Safety in Health and Social Care Workplaces	15	150
K/507/9473	Financial Decision Making for Health Care Managers	15	150
M/507/9474	Managing Human Resources in Health and Social Care	15	150
Y/507/9470	Leadership and Management for Health and Social Care	15	150
D/507/9468	Research Methods for Health and Social Care Managers	20	200

ABOUT THE UNITS

Credit value is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit.

The RQF credit value of the unit will remain constant in all contexts, regardless of the assessment method used or the qualification(s) to which it contributes. Learners will only be awarded credits for the successful completion of whole units. (One credit is awarded for those learning outcomes achievable in 10 hours of learning time).

ENTRY REQUIREMENTS

Learner must fulfil at least one of the following criteria to be allowed entry to the qualification:

- Possession of a UK level 5 diploma in related subject or an equivalent overseas qualification
- Mature learners (over 21) with relevant work experience
- If the learner is not from a majority English-speaking country, they must provide evidence of English language competency.

PROGRESSION

Successful completion of the Level 6 Health and Social Care Management qualifications provide the opportunity for a wide range of other academic programmes including progression to Level 7 qualifications. The Level 6 Health and Social Care Management qualifications have been developed with career progression and professional recognition in mind. This qualification enables learners to top up their qualification with number of UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and masters/top-up programmes.

DELIVERING THE QUALIFICATIONS

This qualification is delivered 100% online by London School of Planning and Management using its online learning platform

ASSESSMENT AND VERIFICATION

All units within this qualification are internally assessed by the centre and verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, a learner must have successfully passed all the assessment criteria for that unit.

Unit Specifications

UNIT 01: PERSONAL AND PROFESSIONAL DEVELOPMENT IN HEALTH AND SOCIAL CARE

Unit Reference Number	A/507/9476
Unit Title	Personal and Professional Development in Health and Social Care
Unit Level	6
Number of Credits	10
Total Qualification Time	100 Hrs
SSAs	1.3 Health and Social Care
Unit Grading Structure	Pass

Unit Aims

The aim of this unit is to introduce learners to the principles of reflective practice and professional development in the health and social care sector, and to support learners to apply these principles to develop their own career as health and social care managers.

Learning Outcomes and Assessment Criteria

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:
1. Understand the principles of planning for their personal progress as a health and social care manager.	2.1 Assess current skills ability and learning style 2.2 Produce a personal development plan 2.3 Evaluate the effectiveness of the development plan to own development as a health and social care manager
2. Understand the application of principles of professional engagement with users of health and social care services	3.1 Explain the nature of different professional relationships in health and social care contexts. 3.2 Evaluate personal effectiveness in promoting and supporting the rights of the individual. 3.3 Review ways to resolve issues encountered in professional relationships
3. Be able to demonstrate development of own skills and understanding in relation to working with others in health and social care practice.	4.1 Evaluate the effectiveness of personal contributions when working with others in health and social care practice 4.2 Analyse own role in minimizing barriers to effective teamwork in health and social care practice. 4.3 Discuss how to improve personal contributions to the collective effectiveness of a team

Indicative Content

Learning Objective 1

Self-appraisal: skills audit (personal profile using appropriate self-assessment tools); evaluating self-management; personal and interpersonal skills; leadership skills

Development plan: current performance; future needs; opportunities and threats to career progression; aims and objectives; achievement dates; review dates; learning programme/activities; action plans; personal development plan

Portfolio building: developing and maintaining a personal portfolio

Transcripts: maintaining and presenting transcripts including curriculum vitae

Learning Objective 2

Learning styles and strategies: types of styles; awareness of own personal style; impact of personal style and interactions with others

Learning from others: formal learning and training; observation; mentoring; supervision; tutorials; informal networks; team members; line managers; other professionals

Evaluation of progress: setting and recording of aims and objectives; setting targets; responding to feedback; re-setting aims and targets; establishing and recognising strengths and weaknesses; directions for change; cycles of activity (monitoring, reflecting and planning)

Learning Objective 3

Transferable skills: personal effectiveness (ability to communicate effectively at all levels, initiative, self-discipline, reliability, creativity, problem solving)

Verbal and non-verbal communication: effective listening, respect for others' opinions; negotiation; persuasion; presentation skills; assertiveness; use of ICT

Delivery formats: ability to deliver transferable skills using a variety of formats Working with others: team player; flexibility/adaptability; social skills

Time management: prioritising workloads; setting work objectives; using time effectively; making and keeping appointments; reliable estimates of task time

Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Weighting	Word count (approx. length)
All 1 to 3	All ACs under LO 1 to 3	Report	80%	2500 words
		Presentation	20%	5 minute

Indicative Reading list

Agness, L. (2010). *Change Your Business with NLP: Powerful Tools to Improve Your Organisation's Performance and Get Results*. Canada: John Wiley & Sons

Barrett, R. (2013). *The Values-Driven Organization: Unleashing Human Potential for Performance and Profit*. outledge

Stanford, N. (2010). *The Economist Guide to Organisation Design: Creating high performance and adaptable enterprises*. Canada: John Wiley & Sons

Verweire, K., Dewettinck, K. and Slagmulder, R. (2012). *Managing for performance excellence*. United Kingdom: Capstone Publishing

Walburg, J., Bevan, H., Wilderspin, J. and Lemmens, K. (2005). *Performance Management in Healthcare: Improving Patient Outcomes, An Integrated Approach*. Oxford: Routledge Health Management. London: Profile Books Ltd

UNIT 02: MANAGING QUALITY IN HEALTH AND SOCIAL CARE

Unit Reference Number	D/507/9471
Unit Title	Managing Quality in Health and Social Care
Unit Level	6
Number of Credits	15
Total Qualification Time	150
SSAs	1.3 Health and Social Care
Unit Grading Structure	Pass

Unit Aims

The aim of this unit is to help learners develop an understanding of different perspectives on health and social care service quality and how it is evaluated in order to empower and involve users of services.

Learning Outcomes and Assessment Criteria

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:
1. Understand perspectives of quality in health and social care services.	1.1 Explain stakeholder roles in relation to quality and standards in health and social care settings 1.2 Explore the role of external agencies in setting and maintaining standards 1.3 Evaluate the impact of poor quality and standards on health and social care
2. Understand strategies for achieving quality in health and social care services	2.1 Explain ways in which quality can be measured in health and social care 2.2 Evaluate approaches to implementing quality systems 2.3 Analyse barriers to delivery of quality health and social care services
3. Understand effectiveness of systems, policies and procedures in health and social care Services	3.1. Evaluate effectiveness of quality systems, policies and procedures used in a health and social care setting Analyse factors that influence the achievement of quality in the health and social care provision 3.2. Suggest ways in which the health and social care service could improve quality of service provision
4. Understand methods to evaluate quality of service provision in health and social care	4.1 Discuss the contribution of service users in evaluating service provision in health hand social care 4.2 Evaluate methods for evaluating health and social care quality of service provision

Indicative content

Learning outcome 1

Stakeholder Management: Stakeholder definition; Stakeholders in the health and social care (Commissioners, customers, health care professionals, government agencies, channels, collaborators, competitors, pub and etc); stakeholder analysis and mapping; managing stakeholders; four and nine sector stakeholder table; and synergy and antagonist analysis.

Learning outcome 2

NICE; Kings fund; quality measurement framework; indicators of quality improvement outcomes framework

Learning outcome 3

Policies and procedures in health and social care, Factors affecting quality of care, quality improvement in health and social care.

Learning outcome 4

Evaluating health and social care service: Quality of Care definition, Parameters for Quality of Care (Safety, Effectiveness, Patient-centred, Timely, Efficient and Equitable) external and internal perspectives.

Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Weighting	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Report	100%	3000 words

Indicative Reading list

Brooks, I. (2008). *Organisational Behaviour, Individuals, Groups and Organisations, 4th Edition*, Prentice Hall ISBN: 10:0273715364

Cottrell, S. (2011) *Critical Thinking Skills: Developing Effective Analysis and Argument (Palgrave Study Skills)*. Palgrave Macmillan ISBN 978-0230285293

Hartley, J. and Bennington J. (2010). *Leadership for Healthcare*. Polity Press ISBN 15BN978 1 84742 486 0

Kavitha R (2012) *Service Quality Measurement in Health Care System*. Lambert. London

Martin, V. (2010). *Managing in Health and Social Care, (Routledge 2nd edition)* ISBN-13: 978-0415493895

Parkin, P. (2009). *Managing Change in Healthcare: Using Action Research*. Sage 2009; ISBN: ISBN-10: 1412922593

UNIT 03: PRINCIPLES OF HEALTH AND SOCIAL CARE MANAGEMENT

Unit Reference Number	H/507/9469
Unit Title	Principles of Health and Social Care Management
Unit Level	6
Number of Credits	15
Total Qualification Time	150
SSAs	1.3 Health and Social Care
Unit Grading Structure	Pass

Unit Aims

This unit introduces the core principles, values and legislation that underpins health and social care provision to the learner.

Learning Outcomes and Assessment Criteria

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:
1. Understand the principles of care and their implementation in health and social care practice	1.1 Explain ways in which core principles of care are applied in practice 1.2 Analyse the concept of a person-centered approach in relation to health and social care provision 1.3 Explain how service users and employees are protected from harm
2. Understand the influencing factors on organisational policy and practice	2.1 Examine how local policies and procedures are developed in accordance with national and local policy requirements 2.2 Evaluate the impact of policy, legislation, regulation and codes of practice on organisational policy and practice
3. Understand theories underpinning health and social care practice	3.1 Explain theories that underpin health and social care practice 3.2 Analyse the impact of social processes and diversity on service users 3.3 Evaluate the contribution of inter-professional working in a health and social care context.
4. Understand the development and implementation of health and social care organisational policy	4.1. Examine roles and responsibilities, accountabilities and duties in a health and social care setting 4.2. Evaluate the contribution of one key role in the development and implementation of health and social care organisational policy

Indicative content

Learning outcome 1

Core Principles: Respecting individuality, rights, choice, privacy, independence, dignity, respect and partnership; equal opportunities; respecting diversity, different cultures and values; providing care, support and attention, eg for individuals, family, friends, carers, groups and communities importance of, limits of, policies about sharing information

Person-centred approach: supporting preferences, wishes and needs; supporting privacy and dignity; supporting others to make informed choices about the services they receive
Protection from risk of harm: risk assessment to self and others; right of individuals to take risks; informing relevant people about identified risks

Learning outcome 2

Current legislation and policy relevant to chosen country; policy cycle; changes to practice; development needs; internal and external influencing factors.

Learning outcome 3

Theories of human growth and development- managing loss and change; managing stress and behaviour
Theoretical frameworks about facts and reality, including: Positivism Social Construction Postmodernism

Beliefs about society, policy and relationships, such as: Functionalism Critical theory

Theories that explain values and personal aims and motives, priorities, and preferences

Social processes: social interaction, social change, social dynamics, social organization leading to marginalisation, isolation and exclusion eg poverty, unemployment, poor health, disablement, lack of education and other sources of disadvantage; their impact on the demand for health and social care services

Diverse: concepts eg prejudice, inter- personal, institutional and structural discrimination, empowerment and anti-discriminatory practices

Inter-professional working: significance of partnership working eg social care, education, housing, healthcare

Learning outcome 4

Health and Social care key personnel and their roles e.g- senior managers, board members, care home manager, nurses, and doctors, care worker, care assistant, senior care worker, support worker, *personal assistant and social worker. Professional allied to health and social care*

Considerations: supervision, roles and accountability; quality assurance systems; maintaining and upgrading knowledge and skills; support networks and professional registration; working with the regulators

Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Weighting	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Essay	100%	3000 words

Indicative Reading list

Aveyard, H. (2014) *Doing A Literature Review in Health and Social Care: A Practical Guide*. England: McGraw-Hill Education

Ayling, P., Cape, C., Walsh, M. and McAleary, J. (2012) *Preparing to work in Adult Social Care*. United Kingdom: Nelson Thomas Ltd

Brechin, A., Brown H. and Eby, K. (2000) *Critical practice in health and social care*, London: Sage/Open University

Browne, J. and Green, J. (2005) *Principles of Social Research*. London: Open University Press

Leathard, A. (2003) *Interprofessional collaboration: from policy to practice in health and social care*, Oxford: Routledge

Stretch, B. (2007) *Health and social care: Core themes*, Oxford: Heinmann

UNIT 04: HEALTH AND SAFETY IN HEALTH AND SOCIAL CARE WORKPLACES

Unit Reference Number	H/507/9472
Unit Title	Health and Safety in Health and Social Care Workplaces
Unit Level	6
Number of Credits	15
Total Qualification Time	150
SSAs	1.3 Health and Social Care
Unit Grading Structure	Pass

Unit Aims

The aim of this unit is to develop learners' understanding about their responsibilities in ensuring the health and safety of the health and social care workplace and the people within it.

Learning Outcomes and Assessment Criteria

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:
1. Understand how health and safety legislation is implemented health and social care settings	1.1 Summarise systems, policies and procedures and underpinning legislation for communicating information on health and safety in the health and social care workplace in accordance with legislative requirements 1.2 Examine the responsibilities of management in relation to health and safety 1.3 Analyse health and safety priorities for a specific health and social care setting
2. Understand the impact of health and social care on stakeholder in health and social care settings	2.1 Explain the principles of risk assessment for health and social care 2.2 Analyse how information from risk assessments informs care planning 2.3 Analyse the impact of one aspect of health and safety policy on health and social care practice
3. Understand the monitoring and review of health and safety in health and social care settings	3.1 Explain how health and safety policies and practices are monitored and reviewed 3.2 Analyse the effectiveness of health and safety policies and practices in the workplace in promoting a positive, healthy and safe culture 3.3 Examine the responsibilities of individuals in relation to health and safety

Indicative content

Learning outcome 1

Systems, policies and procedures for communicating information: exemplar pro-formas; training; organisational culture; use of different media; exchange of information; record keeping; enforcement; compliance

Responsibilities for management of health and safety: organisational responsibilities (employers; employees; external agencies; visitors e.g. users of service, carers); monitoring and evaluating processes; auditing; inspecting the workplace; management structure and representation

Legislative requirements: current legislation, regulations and codes of practice relevant to health and safety in health and social care in the country and region in which unit is delivered or applied to.

Implementation: safety aids e.g. walking aid, wheelchair, hoist; security systems e.g. door locks, cameras, gates, alarms, patrol; maintenance e.g. ventilation, temperature control, buildings; consequences of malfunction/breakdown of equipment; infection control; manual handling

Learning outcome 2

Concept of risk, safety and security: minimum risk, zero risk; risk for individuals and property; public liability; hazard; restraint; accident prevention; first aid; protection from harm; security versus safety; substances; practices; equipment; premises

Care planning: meeting needs; ensuring safety; security; maximizing wellbeing; principles of good practice

Dilemmas: risk-benefit analysis; risk to self and others; resource implications; differing priorities between stakeholders

Implications of non-compliance: financial; legal; moral; physical; health

Learning outcome 3

Monitor and review: audit of risks; review of practice; learning from experience; updating of policies and procedures

Positive health and safety culture: individuals; teams; managers; organisational levels

Own contributions: responsibilities; compliance; training; practices; interactions with individuals, groups and agencies

Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Weighting	Word count (approx. length)
All 1 to 3	All ACs under LO 1 to 3	Report	100%	3000 words

Indicative Reading list

Brown, H. Eby, K. (2000) *Critical practice in health and social care*. London: Sage/Open University

Dickson, H. (2008). *Evaluating outcomes in health and social care*. Bristol: Policy Press 20

Lloyd, M. (2010). *A Practical guide to care planning in health and social care*. Maidenhead: McGraw Hill

Stretch, B (2007). *Health and social care: Core themes*. Oxford: Heinmann

UNIT 05: FINANCIAL DECISION MAKING FOR HEALTH CARE MANAGERS

Unit Reference Number	K/507/9473
Unit Title	Financial Decision Making for Health Care Managers
Unit Level	6
Number of Credits	15
Total Qualification Time	150
SSAs	1.3 Health and Social Care
Unit Grading Structure	Pass

Unit Aims

The aim of this unit is to introduce key financial concepts and tools for managers in health and social care. The unit gives consideration to the knowledge and understanding necessary for making finance informed decisions in health and social care organisations.

Learning Outcomes and Assessment Criteria

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:
1. Understand the role of financial information in managing health and social care organisations	1.1 Evaluate the financial statements of health and social care organisations 1.2 Analyse the role of financial information in decision-making processes 1.3 Describe how key financial ratios are used by health and social care organisations
2. Understand the different sources of finance available for the health and social care organisations	2.1 Differentiate between long and short term business finance needs of health and social care organisations 2.2 Explain sources of finance available to health and social care organisations 2.3 Evaluate the implications of different sources of finance for health and social care organisations
3. Understand how business decisions in health and social care can be informed by financial information	3.1 Interpret organisational budgets in health and social care 3.2 Evaluate capital expenditures and investment projects using different investment appraisal techniques 3.3 Make recommendations for financial management in health and social care organisations

Indicative Content

Learning Objective 1

Structure, format and requirements of published accounts: Role of auditors, published vs internal financial information, main published financial statements: statement of financial position, statement of financial performance, statement of cash flows; Different ratios: profitability, liquidity, efficiency, capital, investor, using ratios: calculation and interpretation, industry benchmarking, limitations of ratio analysis

Learning Objective 2

Business finance needs and sources of finance: Long term – non-current assets; Short-term – working capital; importance of working capital for business continuity. Costs of finance, effect on financial statements, range of sources, external and internal sources, long-term and short-term role of stock markets and advantages, disadvantages of each source

Learning Objective 3

Budgets, cash flow and investment appraisal: Cash flow forecasts, budgetary control systems and budget formation and managing cash flow. Net present value, discounted cash flows, internal rate of return, payback, accounting rate of return. Analysing results, non-financial considerations, decision making, supporting recommendations

Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Weighting	Word count (approx. length)
All 1 to 3	All ACs under LO 1 to 3	Report	100%	3000 words

Indicative Reading list

Atrill, P. (2011). *Financial Management for Decision Makers*. London: Pearson

Brigham, E. and Ehrhardt, C. (2010). *Financial Management: Theory and Practice*. USA: South-Western Cengage Learning

Field, R. and Brown, K. (2007). *Managing with Plans and Budgets in Health and Social Care*. Glasgow: Learning Matters Ltd

Harris, M. (2005). *Managing Health Services: Concepts and Practice*. Australia: El Sevier

Miller, D., Plant, J. and Scaife, P. (2007). *Managing Finance, Premises and Health & Safety (No-nonsense Series)*. Oxon: Routledge

UNIT 06: MANAGING HUMAN RESOURCES IN HEALTH AND SOCIAL CARE

Unit Reference Number	M/507/9474
Unit Title	Managing Human Resources in Health and Social Care
Unit Level	6
Number of Credits	15
Total Qualification Time	150
SSAs	1.3 Health and Social Care
Unit Grading Structure	Pass

Unit Aims

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

Learning Outcomes and Assessment Criteria

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:
1. Understand recruitment and selection processes in health and social care	1.1 Explain the factors involved in the planning of recruitment in health and social care 1.2 Describe the relevant legislative and regulatory frameworks that affect recruitment and selection in health and social care 1.3 Evaluate the different techniques used in the selection process in health and social care.
2. Understand the factors involved in managing successful teams in health and social care	2.1 Explain theories of team performance in health and social care 2.2 Evaluate methods for supporting successful team working in health and social care
3. Understand performance management in health and social care	3.1 Explain techniques for monitoring performance in health and social care 3.2 Assess methods for identifying individual training and developing needs 3.3 Analyse techniques for promoting continuous professional development in health and social care
4. Understand people management approaches in health and social care	4.1 Explain how leadership styles can influence health and social care organisations 4.2 Evaluate how different people management techniques affect teams and individuals

Indicative Content

Learning Objective 1

Defining human resource requirements in health and social care eg fulltime, part-time; job description and person specification eg qualifications, experience, personal attributes; advertising; vacancies; career progression opportunities; training and development needs; relevant and current legislation, codes of practice and policies in health and social care; shortlisting applicants, models of selection e.g. interview, audition, psychometric assessment, assessed task; involvement of stakeholders e.g. members of team, service users, external stakeholders

Learning Objective 2

Formation of groups; group dynamics e.g. theories of Belbin, Tuckman, Woodcock, Gross, McClelland; formal, informal teams in health and social care; work groups, multi-disciplinary teams, inter-agency, project groups; team purpose, empowerment of team, leadership, individual priorities/roles, team morale

Learning Objective 3

Monitoring systems e.g. observation, appraisal, periodic review, achievement of successful outcomes, use of targets, benchmarks, feedback from others; identifying individual needs e.g. monitoring performance, career development planning, changing personal circumstances; Continuous professional development in health and social care; achieving competence; training versus education; partnerships; compliance with external requirements e.g. care standards, professional registration; dedicated allocation of resources; use of external kite marks e.g. Investors in People; implementing a staff development training plan

Learning Objective 4

Theories of leadership: transactional, transformational, emotional intelligence; theories proposed by eg Fiedler, Vroom and Yetton, Mintzberg, Handy, Goleman; influence of management style, emotional intelligence, organisational structure; leadership versus management; contingency management (best-fit), role-modelling, effective communication, team building, constructive feedback, shared values; accountability.

Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Weighting	Word count (approx. length)
1	All under LO1	Presentation	25%	10 minutes
2-4	All under LO2-4	Report	75%	2,250 words

Indicative Reading list

McKibbin, J., and Walton, A. (2012). *Leadership and management in health and social care and children and young people's services (2nd edition)*. Harlow: Pearson Education Ltd.

Moss, B. (2008) *Communication skills for health and social care*, London: Sage

Stretch, B (2007). *Health and social care: Core themes*, Oxford: Heinmann

UNIT 07: LEADERSHIP AND MANAGEMENT FOR HEALTH AND SOCIAL CARE

Unit Reference Number	Y/507/9470
Unit Title	Leadership and Management for Health and Social Care
Unit Level	6
Number of Credits	15
Total Qualification Time	150
SSAs	1.3 Health and Social Care
Unit Grading Structure	Pass

Unit Aims

This unit is aimed at all health care professionals who want to develop the knowledge, skills and qualities to be an effective health care leader. This introduces creative approaches to the workplace, deal with complex leadership situations and provide effective patient and service outcomes.

Learning Outcomes and Assessment Criteria

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:
1. Understand the theories of leadership and management relevant to the health and social care sector	1.1 Analyse key management and leadership theories 1.2 Evaluate the challenges of leadership and management in the health and social care sector
2. Understand influences on employee and organisational motivation and performance in the health and social care sector	2.1 Assess the relevance of motivational theories to organisational performance in health and social care 2.2 Explore the influencing factors on motivation and performance in the health and social care sector 2.3 Analyse the impact of performance management in the success of healthcare organisations.
3. Understand the development and effectiveness of teams in the health and social care sector	3.1 Analyse the different models of team leadership and its application to the health and social care sector 3.2 Evaluate the roles of teams and benefits of having teams in the health and social care sector

Indicative content

Learning outcome 1

Theories, models and styles of leadership and their application to different situations: impact of leadership styles; theories and practices of motivation e.g. Maslow, McGregor, Herzberg; influencing and persuading others; influence of cultural environment within the organisation; differences between leadership and management; leadership power bases; delegation; emotional intelligence.

Learning outcome 2

Motivation: theories of motivation e.g. F Taylor, E Mayo, A Maslow, F Herzberg, D McGregor, D McClelland, V Vroom; Ouchi, relationship between motivation theories and reward; employee involvement techniques; devolved authority and responsibility; open communications; organisational culture (ethos, values, mission);

Monitoring: probation; appraisal, feedback; performance indicators goal theory; SMART (specific, measurable, achievable, realistic, time constrained) targets (sales, growth, financial, waiting times, pass rates, punctuality, and attendance); benchmarking

Reward management: job evaluation; factors determining pay, reward systems; pay; performance-related pay; pension schemes; profit sharing; flexible working; leave; health care

Identifying development needs: learning styles and processes; planning, recording, monitoring and evaluating; group development processes and behaviour

Planning, work orientation and job design: application of motivation theories and empowerment techniques; communication styles and techniques; delegation techniques and processes; supervision styles, working culture and practices

Performance monitoring and assessment: measuring effective performance; providing feedback; appraisal processes; benchmarking performance processes; codes of practice and procedures relating to disciplinary situations; diversity issues; management principles;

Learning outcome 3

Team-working and development: flexible working practices; team formation e.g. Tuckman, structures and interactions e.g. Belbin's Team Role Theory, Adair's Action Centred Leadership model; benefits of team working; politics of working relationships; diversity issues; working cultures and practices; promotion of anti-discriminatory practices and behaviours; team building processes; conflict resolution; delegation and empowerment; coaching, support, mentoring; training, supervision, monitoring and evaluation

Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Weighting	Word count (approx. length)
All 1 to 3	All ACs under LO 1 to 3	Coursework	100%	3000 words

Indicative Reading list

Agness, L. (2010). *Change Your Business with NLP: Powerful Tools to Improve Your Organisation's Performance and Get Results*. United Kingdom: John Wiley & Sons

Barrett, R. (2014). *The Values-Driven Organization: Unleashing Human Potential for Performance and Profit*. Oxon: Routledge

Hanna, D. (1998). *Designing Organizations for High Performance (Addison-Wesley Series on Organisation Development)*. United Kingdom: Addison-Wesley

Stanford, N. (2010). *The Economist Guide to Organisation Design: Creating high performance and adaptable enterprises*. London: Profile Books Ltd.

Verweire, K., Dewettinck, K. and Slagmulder, R. (2012). *Managing for performance excellence*. Leuven: Lannoo Campus Publishers

Walburg, J., Bevan, H., Wilderspin, J. and Lemmens, K. (2005). *Performance Management in Healthcare: Improving Patient Outcomes, An Integrated Approach*. Oxford: Routledge Health Management. London and New York: Routledge

UNIT 08: RESEARCH METHODS FOR HEALTH AND SOCIAL CARE MANAGERS

Unit Reference Number	D/507/9468
Unit Title	Research Methods for Health and Social Care Managers
Unit Level	7
Number of Credits	20
Total Qualification Time	200
Core / Option	Core
SSAs	1.3 Health and Social Care
Unit Grading Structure	Pass

Unit Aims

This unit deals with principles of research including formulations of research questions, hypothesis and objectives. The unit will cover literature reviews, referencing, data collection using interviews and surveys, questionnaire de-sign, statistical analysing using SPSS and developing statistical modules, qualitative data analysis inferences and conclusions from the analysed data. Analysis include factor analysis, regression analysis, discriminates analysis and logistic regression using SPSS.

Learning Outcomes and Assessment Criteria

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:
1. Understand the different assumptions underlying research into the social sciences and the nature and status of research methodology.	1.1 Identify a research question. 1.2 Describe the process of social research. 1.3 Explain the criteria and limitation of research design. 1.4 Assess the criteria for reliability and validity for the measurement of research data. 1.5 Explain the features of good research design.
2. Understand different debates and issues underlying the research process and how this relates to the specific methods they may select to conduct a study	2.1 Identify the relationship between philosophy and methodology within research texts. 2.2 Explicate the qualitative-quantitative debate of social science research. 2.3 Explore the nature of pluralism in research methodology. 2.4 Describe the qualitative approach to research design. 2.5 Describe the quantitative approach to research design. 2.6 Apply suitable approach to design research proposal.
3. Understand the processes to complete a research project.	3.1. Perform literature review. 3.2. Create a sample of data from the findings. 3.3. Apply suitable data analysis methods for the data collected. 3.4. Present data and information from findings in suitable format to produce results. 3.5. Draw conclusions and recommendations from research findings
4. Understand the quality issues associated with data handling	4.1 Explain the ethical issues of data handling. 4.2 Present guidelines for handling missing data while conducting research. 4.3 Critically review the importance of referencing system while recording data. 4.4 Investigate challenges and responses of handling social science data.

Indicative content

Learning outcome 1

Ontology, epistemology, axiology, positivism; realism; interpretivism; pragmatism; qualitative and quantitative approaches,

Learning outcome 2

Problem statements, Literature review, conceptual framework, research question, hypothesis, terms of reference, methodology, timelines – scope of work, budget.

Learning outcome 3

Data collecting methods, types of data, analysis approaches, statistics packages, grounded theory validity reliability,

Learning outcome 4

Integration of clinical expertise, patient values, and the best research **evidence** into the decision making process for patient care; Ethics: permissions and approvals, consent, confidentiality, anonymity

Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Weighting	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Report	100%	4500 words

Indicative Reading list

Bell, J. (2010) *Doing Your Research Project (5th edn)*. Maidenhead: OU Press

Dickson, H. (2008) *Evaluating outcomes in health and social care* Bristol: Policy Press

Dochartaigh, N. (2012) *Internet Research Skills 3rd Edition*. London: Sage

Durrant, A. Rhodes, G., Young, D. (2009) *Getting Started with University-level Work Based Learning* Middlesex: Middlesex University Press

Ford, N. (2011) *The Essential Guide to Using the Web for Research*. London: Sage

Gomm, R., Needham, G. and Bullman, A. (2000) *Evaluating research in health and social care*. London: Sage

Saunders, M. and Lewis, P. (2011) *Doing Research in Business management: An Essential Guide to Planning your Project*. Harlow: Prentice Hall