



# **OTHM LEVEL 6 DIPLOMA IN HEALTH AND SOCIAL CARE MANAGEMENT**

Qualification Number: 601/8176/X

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## QUALIFICATION OBJECTIVES

The objective of the OTHM Level 6 Diploma in Health and Social Care Management qualification is to equip learners with the underpinning knowledge, understanding and skills required for a career in the health and social care sector at a managerial level.

The programme enables 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

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

OTHM has 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	OTHM Level 6 Diploma in Health and Social Care Management
Ofqual Ref. No.	601/8176/X
Regulation Start Date	30-Nov-2015
Operational Start Date	01-Dec-2015
Duration	1 Year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200 Hours
Guided Learning Hours (GLH)	500 Hours
Sector Subject Area (SSA)	1.3 Health and Social Care
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

## EQUIVALENCES

OTHM qualifications at RQF Level 6 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Bachelor's Degrees with Honours, Bachelor's Degrees, Professional Graduate Certificate in Education (PGCE), Graduate Diplomas and Graduate Certificates.

## QUALIFICATION STRUCTURE

The OTHM Level 6 Diploma in Health and Social Care Management consists of 8 mandatory units for a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 500 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. Ref.	Unit title	Credit	GLH	TQT
A/507/9476	Personal and Professional Development	10	40	100
D/507/9471	Managing Quality in Health and Social Care	15	60	150
H/507/9469	Principles of Health and Social Care Management	15	60	150
H/507/9472	Health and Safety in Health and Social Care Workplaces	15	60	150
K/507/9473	Financial Decision Making for Healthcare Managers	15	60	150
M/507/9474	Human Resource Management in Health and Social Care	15	60	150
Y/507/9470	Leadership and Management for Health and Social Care	15	60	150
D/507/9468	Research Methods for Healthcare Professionals	20	100	200

## DEFINITIONS

**Total Qualification Time (TQT)** is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

*Total Qualification Time is comprised of the following two elements –*

- a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

*(Ofqual 15/5775 September 2015)*

**Guided Learning Hours (GLH)** is defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a student working towards a qualification.

**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. One credit is equal to 10 hours of TQT.

## ENTRY REQUIREMENTS

For entry onto the OTHM Level 6 Diploma in Health and Social Care Management qualification, learners must possess:

- Relevant NQF/QCF/RQF Level 5 diploma or equivalent recognised qualification
- Mature learners (over 21) with management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)
- Learner must be 18 years or older at the beginning of the course
- **English requirements:** If a learner is not from a majority English-speaking country must provide evidence of English language competency. For more information visit [English Language Expectations](#) page.

## PROGRESSION

Successful completion of Level 6 Diploma in Health and Social Care Management qualification provides learners the opportunity for a wide range of academic progressions including progression to relevant OTHM Level 7 Diplomas. The Level 6 Diploma in Health and Social Care Management has been developed with career progression and professional recognition in mind. As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to gain direct entry into relevant Master's degree programmes. For more information visit [University Progressions](#) page.

## DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM Centres are free to deliver this qualification using any mode of delivery that meets the needs of their Learners. However, OTHM Centres should consider the Learners' complete learning experience when designing the delivery of programmes.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives the Centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

## ASSESSMENT AND VERIFICATION

All units within this qualification are internally assessed by the centre and externally 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, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment

criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the Assessor.

The Assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

## RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

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

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

## EQUALITY AND DIVERSITY

OTHM Qualifications has adopted a policy of providing equal opportunities for its learners, staff, applicants and others involved in its work. One aspect of this policy is its intention to prevent, as far as possible, the harassment of one person by another, whether on the basis of gender, sexual orientation, sexuality, race or ethnic origin, religion, disability, or any other personal attributes or views held. The qualification is expressly designed to support equality of opportunity and widening access to HE to all who can benefit from it, and it will operate on an inclusive and supportive basis to and for all learners.

## CONTACT DETAILS

### OTHM Qualifications

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## UNIT SPECIFICATIONS



## UNIT 01: PERSONAL AND PROFESSIONAL DEVELOPMENT

Unit Reference Number	A/507/9476
Unit Title	Personal and Professional Development
Unit Level	6
Number of Credits	10
Total Qualification Time (TQT)	100 Hours
Guided Learning Hours (GLH)	40 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

### Unit Aims

The aim of this unit is to introduce learners to the principles of reflective practice and professional development and to enable 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. Be able to plan for their personal progress as a health and social care manager.	1.1 Assess current skills ability and learning style. 1.2 Produce a personal development plan. 1.3 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.	2.1 Explain the nature of different professional relationships in health and social care contexts. 2.2 Evaluate personal effectiveness in promoting and supporting the rights of the individual. 2.3 Review ways to resolve issues encountered in professional relationships.
3. Be able to develop own skills and understanding in relation to working with others in health and social care practice.	3.1 Evaluate the effectiveness of personal contributions when working with others in health and social care practice. 3.2 Analyse own role in minimising barriers to effective teamwork in health and social care practice. 3.3 Discuss how to improve personal contributions to the collective effectiveness of a team.

## Indicative contents

### Learning Outcome 1

*Self-appraisal:* Skills audit (personal profile using appropriate self-assessment tools); evaluating self-management; personal and interpersonal skills; and 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; and personal development plan.

*Portfolio building:* Developing and maintaining a personal portfolio.

*Transcripts:* Maintaining and presenting transcripts including curriculum vitae.

### Learning Outcome 2

*Learning styles and strategies:* Types of styles; awareness of own personal style; and 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; and 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; and cycles of activity (monitoring, reflecting and planning).

### Learning Outcome 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; and use of ICT.

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

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

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

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 minutes

## 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*. Canada: Routledge.

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 (TQT)	150 Hours
Guided Learning Hours (GLH)	60 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

### Unit Aims

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

### 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 the 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. 3.2 Analyse factors that influence the achievement of quality in the health and social care provision. 3.3 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 and social care. 4.2 Evaluate methods for evaluating health and social care quality of service provision.

## Indicative contents

### 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; and indicators of quality improvement outcomes framework.

### Learning outcome 3

Policies and procedures in health and social care; Factors affecting quality of care; and 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 a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

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*. London: Lambert.

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

Parkin, P. (2009). *Managing Change in Healthcare: Using Action Research*. Sage 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 (TQT)	150 Hours
Guided Learning Hours (GLH)	60 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

### Unit Aims

The aim of this unit is to provide learners with a thorough grounding in the core principles, values and legislation that underpins health and social care provision.

### 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-centred 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 contents

### Learning outcome 1

Core Principles: Respecting individuality, rights, choice, privacy, independence, dignity, respect and partnership; equal opportunities; respecting diversity, different cultures and values; and 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; and 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; and 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 organisation 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 e.g. 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 and 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 a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

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 (TQT)	150 Hours
Guided Learning Hours (GLH)	60 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass

### Unit Aims

The aim of this unit is to develop learners' understanding of management responsibilities for 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 in health and social care settings.	1.1 Summarise systems, policies and procedures for communicating information on health and safety in the health and social care workplace in accordance with legislative requirements. 1.2 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 contents**

### **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; and 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; and 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; and 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; and premises.

Care planning: Meeting needs; ensuring safety; security; maximizing wellbeing; and principles of good practice.

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

Implications of non-compliance: Financial; legal; moral; physical; and health.

### **Learning outcome 3**

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

Positive health and safety culture: Individuals; teams; managers; and organisational levels.

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

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

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. and 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 HEALTHCARE MANAGERS

Unit Reference Number	K/507/9473
Unit Title	Financial Decision Making for Healthcare Managers
Unit Level	6
Number of Credits	15
Total Qualification Time (TQT)	150 Hours
Guided Learning Hours (GLH)	60 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

### Unit Aims

The aim of this unit is to develop learners' understanding of the key financial concepts and tools for managers in health and social care organisations, including how to make informed financial decisions.

### 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-term 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 influenced 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 contents

### Learning Outcome 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 Outcome 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 Outcome 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, and accounting rate of return. Analysing results, non-financial considerations, decision making, and supporting recommendations.

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

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: HUMAN RESOURCE MANAGEMENT IN HEALTH AND SOCIAL CARE

Unit Reference Number	M/507/9474
Unit Title	Human Resource Management in Health and Social Care
Unit Level	6
Number of Credits	15
Total Qualification Time (TQT)	150 Hours
Guided Learning Hours (GLH)	60 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

### Unit Aims

The aim of this unit is to develop learners' understanding of 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 the 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 the 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 contents

### Learning Outcome 1

Defining human resource requirements in health and social care: Fulltime and 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; and 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 Outcome 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 Outcome 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 Outcome 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 a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

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 (TQT)	150 Hours
Guided Learning Hours (GLH)	60 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Pass

### Unit Aims

The aim of this unit is to develop learners' management and leadership skills as effective health care professionals. The unit introduces creative approaches to dealing with complex leadership situations and providing 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 contents

#### 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; and 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); and benchmarking.

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

Identifying development needs: Learning styles and processes; planning, recording, monitoring and evaluating; and 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, and 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; and 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; and training, supervision, monitoring and evaluation.

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

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 HEALTHCARE PROFESSIONALS

Unit Reference Number	D/507/9468
Unit Title	Research Methods for Healthcare Professionals
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass

### Unit Aims

The aim of this unit is to develop learners' research skills to include understanding different research approaches, formulation of research proposals, planning research activity, analysing and interpreting data, and the relationship between research and evidence based practice.

### Learning Outcomes and Assessment Criteria

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand the relevance of research within health and social care contexts.	1.1 Justify the contribution of research to health and social care provision.
2. Understand research approaches in health care contexts.	2.1 Critically evaluate a range of research philosophies. 2.2 Examine different approaches to research.
3. Be able to plan a research proposal relevant to management of health and social care contexts.	3.1 Justify the elements of a research proposal. 3.2 Design an appropriate research proposal. 3.3 Analyse the ethical aspects of research.
4. Be able to analyse and interpret a range of data.	4.1 Explain types and sources of research data. 4.2 Analyse data using appropriate approaches. 4.3 Draw conclusions from data collected.
5. Understand the relationship between research and evidence based practice.	5.1 Analyse the relationship between research and evidence based practice. 5.2 Evaluate an existing piece of research relevant to health and social care. 5.3 Analyse the contribution of research and evidence based practice to decision making.

## Indicative contents

### Learning outcome 1

Quality improvement, evidence, guidelines, policy.

### Learning outcome 2

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

### Learning outcome 3

Elements: Statement of problem, Literature review, conceptual framework, research question, hypothesis, terms of reference, methodology, timelines, scope of work and budget. Ethics: permissions and approvals, consent, confidentiality and anonymity.

### Learning outcome 4

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

### Learning outcome 5

Integration of clinical expertise, patient values, and the best research **evidence** into the decision- making process for patient care.

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Weighting	Word count (approx. length of coursework)
All 1 to 5	All under LO 1 to 5	Research proposal	50%	2250 words
		Research critique	50%	2250 words

## Indicative Reading list

Bowling, A. (2014). *Research Methods in Health: Investigating health and health services*. Open University Press: Milton Keynes.

Bryman R (2012). *Social Research Methods*. OU Press: Oxford.

Cresewell, J. W. (2014). *An Introduction to Mixed Methods Research*. Sage: London.

Walker, I. (2010). *Research Methods and Statistics*. Palgrave: London.

## IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience. For updated information please visit our website [www.othm.org.uk](http://www.othm.org.uk).