OTHM LEVEL 6 DIPLOMA IN HEALTH AND SOCIAL CARE MANAGEMENT

Qualification Number: 603/6820/2

Specification | January 2023 |

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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
Qualification Reference Number	603/6820/2
Regulation Start Date	10/11/2020
Operational Start Date	16/11/2020
Duration	1 Year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200 Hours
Guided Learning Hours (GLH)	480 Hours
Sector Subject Area (SSA)	1.3 Health and Social Care
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCIES

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 6 mandatory units for a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 480 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Unit title	Credit	GLH	TQT
F/618/5499	Personal and Professional Development in Health and Social Care	20	80	200
K/618/5657	Managing Quality in Health and Social Care Settings	20	80	200
M/618/5501	Principles of Leadership and Management	20	80	200
T/618/5502	Health and Safety in Health and Social Care Settings	20	80	200
A/618/5503	Resource Management in Health and Social Care	20	80	200
D/507/9468	Research Methods for Healthcare Professionals	20	80	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
• Learner must be 18 years or older at the beginning of the course
• Mature learners (over 21) with management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)

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.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

OPPORTUNITIES FOR LEARNERS TO PASS

Centres are responsible for managing learners who have not achieved a Pass for the qualification having completed the assessment. However, OTHM expects at a minimum, that centres must have in place a clear feedback mechanism to learners by which they can effectively retrain the learner in all the areas required before re-assessing the learner.

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 provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

UNIT SPECIFICATION

Personal and Professional Development in Health and Social Care

Unit Reference Number	F/618/5499
Unit Title	Personal and Professional Development in Health and Social Care
Unit Level	6
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Leaning Hours (GLH)	80 Hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.3 Health and Social Care
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to introduce learners to the principles of reflective practice and personal and professional development in relation to their role as a health and social care manager. The unit also enables learners to apply these principles to develop their career as health and social care managers.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
1. Be able to plan for their progression 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 in relation to their own progression as a health and social care manager.	• 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.

		• Learning needs, for training, personalisation of care, development opportunities, shadowing, coaching, mentoring, monitoring of practice, setting of learning objectives, setting of SMART (specific, measurable, achievable, realistic, time-bound) targets) identify personal learning styles • 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). • Portfolio building: Developing and maintaining a personal portfolio. • Transcripts: Maintaining and presenting transcripts including curriculum vitae.
2. Be able to reflect on practice.	2.1 Explain the cyclical process of reflection. 2.2 Explain the importance of reflective practice in continuously improving the quality of service provided. 2.3 Reflect on day to day work practice.	• The process of reflection e.g. Kolb-experiential learning; Schön-reflection in action and reflection on action; Gibbs-reflective cycle; reflecting in and-on-action; Plan-Do-Review; SMART (specific, measurable, achievable, realistic, time-related) targets; SWOT (strengths, weaknesses, opportunities, threats) analysis. • Definition of professional development, continuous process. Potential barriers: own attitudes, access to training, time, lack of resources, costs, different learning styles. • Importance of reflective practice: benefits to individuals, e.g. identification of needs and appropriate care; benefits to worker, e.g. improved practice, develop new skills and learn new knowledge, improved employability, prevention of burnout, identification of learning

		needs.
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.	• 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 to be covered	Assessment type	Word count (approx. length)
All 1	All ACs under LO 1	Development Plan	500 words
All 2 to 3	All ACs under LO2 to LO3	Essay	2500 words

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

Managing Quality in Health and Social Care Settings

Unit Reference Number	K/618/5657
Unit Title	Managing Quality in Health and Social Care Settings
Unit Level	6
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Leaning Hours (GLH)	80 Hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.3 Health and Social Care
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of different perspectives of quality in relation to health and social care service provision. The unit also addresses how this is evaluated in order to improve services and empower and involve service users.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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 provision.	• Stakeholder Management: Stakeholder definition; Stakeholders in the health and social care (Commissioners, customers, health care professionals, government agencies, channels, collaborators, competitors); stakeholder analysis and mapping; managing stakeholders; four and nine sector stakeholder table; and synergy and antagonist analysis.
2. Understand strategies for achieving quality in health and	2.1 Explain ways in which quality can be measured in health and social care.	• National Institute for Health and Care Excellence (NICE)

social care services.	2.2 Evaluate approaches to implementing quality systems. 2.3 Analyse barriers to the delivery of quality in health and social care services.	• King's Fund; quality measurement framework; and indicators of quality improvement outcomes framework. • Relevant services, frameworks and systems in own country.
3. Understand the efficacy 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 health and social care services could improve quality of service provision.	• Policies and procedures in health and social care; • Factors affecting quality of care; and quality improvement in health and social care.

4. Understand methods used 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 assessing health and social care quality of service provision.
		• Evaluating health and social care service:
		• Quality of Care definition;
		• Parameters for Quality of Care
		   o Safety,
		   o Effectiveness,
		   o Patient-centred
		   o Timely,
		   o Efficient
		   o 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 to be covered	Type of assessment	Word count (approx. length)
All 1 to 4	All ACs under LO1 to LO4	Portfolio of evidence	3000 words

Indicative Reading list

Barr, J and Dowding, L (2019) *Leadership in Health Care*, SAGE Publications Ltd ISBN: 978-1526459404

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.* 2nd edition. Routledge ISBN-13: 978-0415493895

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

Principles of Leadership and Management

Unit Reference Number	M/618/5501
Unit Title	Principles of Leadership and Management
Unit Level	6
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Leaning Hours (GLH)	80 Hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.3 Health and Social Care
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' leadership and management knowledge and skills, underpinning their practice as effective health care professionals. The unit introduces the management of teams and approaches to dealing with complex situations, providing quality service outcomes through effective practice and policy implementation.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
1. Understand theories of leadership and management relevant to the health and social care sector.	1.1 Analyse key leadership and management theories. 1.2 Evaluate the challenges of leadership and management in the health and social care sector.	• 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.
2. Understand the challenges that	2.1 Examine the influencing factors on staff	• Reward management: Job evaluation; factors

impact employee performance in the health and social care sector.	performance 2.2 Explore key factors which contribute to job satisfaction 2.3 Analyse the role of performance management in the success of healthcare organisations.	• determining pay, reward systems; pay; performance-related pay; pension schemes; profit sharing; flexible working; leave; and health care. • Management attitudes pay and reward, job security, relationship with colleagues, appreciation, development and progression opportunities. • 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.
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.	• 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.
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.	• 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 to be covered	Type of assessment	Word count (approx. length)
All 1 to 4	All ACs under LO1 to LO4	Portfolio of evidence	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.

Ayling, P., Cape, C., Walsh, M. and McAleary, J. (2012) *Preparing to Work in Adult Social Care.* United Kingdom: Nelson Thomas Ltd.
Barrett, R. (2014). *The Values-Driven Organization: Unleashing Human Potential for Performance and Profit.* Oxon: Routledge.

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

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

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.

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

Management in Healthcare: Improving Patient Outcomes, An Integrated Approach. Oxford: Routledge Health Management. London and New York: Routledge.

Health and Safety in Health and Social Care Settings

Unit Reference Number	T/618/5502
Unit Title	Health and Safety in Health and Social Care Settings
Unit Level	6
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Leaning Hours (GLH)	80 Hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.3 Health and Social Care
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, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
1. Understand how health and safety legislation is implemented in health and social care settings.	1.1 Summarise legislation, policies and procedures underpinning health and safety in the health and social care workplace. 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.	• 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.
2. Understand the role of risk assessment in health and social care service provision.	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.	• 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
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.	• 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 to be covered	Type of assessment	Word count (approx. length)
All 1 to 3	All ACs under LO1 to LO3	Portfolio of evidence	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.

Resource Management in Health and Social Care

Unit Reference Number	A/618/5503
Unit Title	Resource Management in Health and Social Care
Unit Level	6
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Leaning Hours (GLH)	80 Hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.3 Health and Social Care
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of the processes involved in the management of human and financial resources. The unit explores recruitment, and the management and development of people in the health and social care workplace. Key financial concepts and tools used by managers in health and social care organisations are also looked at.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
1. Understand factors involved in human resource planning in health and social care organisations.	1.1 Analyse internal and external influences affecting human resource planning in health and social care. 1.2 Explain the determinants of skills required by health and social care organisations. 1.3 Describe how to address any skills gaps which might exist in an organisation.	• Organisational needs-demand for products and services, new products and services, new markets, technological change, location of production; skills requirements, access to/supply of employees, labour costs, workforce skills, government policy, labour market competition, employee expectations, demand for services. • Organisational resource requirements, skill sets, job specific, generic skills, skill acquisition, skills audit, skill transferability, impact of technology,

		• market needs. • Approaches to recruitment, retention, upskilling, incentives, overseas recruitment, training, promotion, job sharing, retraining.
2. Understand recruitment and retention aspects in health and social care.	2.1 Explain the factors involved in the planning of recruitment in health and social care. 2.2 Describe the relevant legislative and regulatory frameworks that affect the recruitment and selection in health and social care. 2.3 Evaluate the different techniques used in the selection process in health and social care.	• Defining Human Resource requirements in health and social care • Fulltime and part-time roles, flexible working • Job description and person specification eg qualifications, experience, personal attributes • Advertising vacancies • Career progression opportunities; training and development needs • Relevant and current legislation in own country • 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.
3. Understand the value of financial awareness in managing health and social care organisations.	3.1 Analyse the role of financial information in decision-making processes. 3.2 Explain the concept of key financial ratios for health and social care organisations.	• 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.
4. Understand the different sources of finance available for the health	4.1 Differentiate between long-term and short-term business finance needs of health and social care organisations.	• Business finance needs and sources of finance • Long term – non-current assets • Short-term – working capital; importance of

| and social care organisations. | 4.2 Explain sources of finance available to health and social care organisations.
4.3 Evaluate the implications of different sources of finance for health and social care organisations. | 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
• Advantages and disadvantages of each source. |

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 to be covered	Type of assessment	Word count (approx. length)
All 1 to 2	All ACs under LO1 and LO2	Report	1500 words
All 3 to 4	All ACs under LO3 and LO4	Business Report	1500 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.

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.

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

Moss, B. (2008) *Communication Skills for Health and Social Care.* London: Sage.

Stretch, B (2007). *Health and Social Care: Core Themes.* Oxford: Heinmann.

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 Hours
Guided Leaning Hours (GLH)	80 Hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.3 Health and Social Care
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, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Content
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.	• Quality improvement, evidence, guidelines, policy.
2. Understand research approaches in health care contexts.	2.1 Critically evaluate a range of research philosophies. 2.2 Examine different approaches to research.	• Ontology, epistemology, axiology, positivism; realism; interpretivism; pragmatism; qualitative and qualitative approaches.
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.	• 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.

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.	• Data collecting methods, types of data, analysis approaches, statistics packages, grounded theory, validity and reliability.
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.	• 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 to be covered	Type of assessment	Word count (approx. length)
All 1 to 5	All ACs under LO1 to LO5	Research Project	2500 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 document serves only as a useful guide to your learning experience.   For updated information please visit our website www.othm.org.uk.

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