



# **OTHM LEVEL 7 DIPLOMA IN HEALTH AND SOCIAL CARE MANAGEMENT**

Qualification Number: 603/6066/5

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Specification | January 2023

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## QUALIFICATION OBJECTIVES

The objective of the OTHM Level 7 Diploma in Health and Social Care Management qualification is to develop learners' understanding of policy, management theory and practice in health and social care. It provides learners with an opportunity to engage with the challenges facing professionals, services users and policy makers in their own country. It will provide knowledge that underpins the ability to work as an effective manager in the hospitals/social care industry. It combines both theoretical and practical knowledge in the health and social care profession. The qualification will develop and enhance knowledge and skills in the areas of leading change, effective performance, planning and accountability, development and team leadership. Learners will be able to work in a variety of roles within health care administration and/or management.

Successful completion of the Level 7 Diploma in Health and Social Care Management qualification enables learners to progress into or within employment and/or continue their study towards a relevant Master's programme with advanced standing.

## 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 arrangements 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 7 Diploma in Health and Social Care Management
Qualification Ref. Number	603/6066/5
Regulation Start Date	04/07/2020
Operational Start Date	08/07/2020
Duration	1 Year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200 Hours
Guided Learning Hours (GLH)	600 Hours
Sector Subject Area (SSA)	1.3 Health and Social Care
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

## EQUIVALENCES

The OTHM Level 7 diplomas on the Regulated Qualifications Framework (RQF) are at the same level as master's degrees. However, they are shorter (120 credits) and learners will have to proceed to the dissertation stage (60 credits) with university to achieve a full masters programme.

## QUALIFICATION STRUCTURE

The OTHM Level 7 Diploma in Health and Social Care Management qualification consists of 6 mandatory units for a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 600 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Mandatory Units	Credit	GLH	TQT
D/618/2710	Health and Social Care Leadership	20	100	200
H/618/2711	Managing People in Health and Social Care	20	100	200
K/618/2712	Managing Finance in Health and Social Care	20	100	200
M/618/2713	Health and Social Care Strategies and Policies	20	100	200
T/618/2714	Leading Change in Health and Social Care	20	100	200
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 OTH Level 7 Diploma in Health and Social Care Management, learners must possess:

- An honours degree in related subject or UK level 6 diploma or an equivalent overseas qualification
- Mature learners with management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)
- Learner must be 21 years old 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](http://www.othm.org.uk) page in our website [www.othm.org.uk](http://www.othm.org.uk).

## PROGRESSION

Achieving the OTHM Level 7 Diploma in Health and Social Care Management qualification enables learners to progress into or within employment and/or continue their further study. As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to progress to Master's top-up programmes at many universities in the UK and overseas with advanced standing. 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 SPECIFICATIONS**

## HEALTH AND SOCIAL CARE LEADERSHIP

Unit Reference Number	D/618/2710
Unit Title	Health and Social Care Leadership
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 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 provide learners with an in depth understanding of theories in relation to leadership, and leadership styles, using these to appraise the leadership role, selecting and applying appropriate leadership approaches.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Understand theories of leadership utilised in health and social care settings.	1.1 Analyse key leadership theories. 1.2 Analyse how leadership theories can develop and maintain trust and accountability. 1.3 Evaluate the challenges of leadership in the health and social care sector. 1.4 Analyse how different leadership styles may influence outcomes.	<ul style="list-style-type: none"> <li>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.</li> </ul>
2. Understand influences on 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 factors influencing motivation and	<ul style="list-style-type: none"> <li>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</li> </ul>



	<p>performance in the health and social care sector.</p> <p>2.3 Analyse the impact of performance management on the success of health and social care organisations.</p> <p>2.4 Analyse how own practice supports a positive culture in the organisation.</p>	<p>involvement techniques; devolved authority and responsibility; open communications; organisational culture (ethos, values, mission);</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> <li>• Own practice-sharing information; communicating; listening to others; making sure team works to common goal/objectives</li> </ul>
<p>3. Understand the features of effective team performance within the health and social care sector.</p>	<p>3.1 Explain the features of effective teams.</p> <p>3.2 Analyse the different models of team leadership and their application to the health and social care sector.</p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

	<p>3.3 Explain how challenges to effective team performance can be overcome. 3.4 Analyse how different management styles may influence outcomes of team performance.</p>	<p>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.</p>
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## 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 to be covered	Assessment type	Word count (approx. length)
All 1 to 3	All ACs under LO 1 to 3	Report	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

## Managing People in Health and Social Care

Unit Reference Number	H/618/2711
Unit Title	Managing People in Health and Social Care
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 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 enable the learner to understand the processes involved in the recruitment, management and development of people in the health and social care workplace. Learners will develop skills in the recruitment and retention of staff, as well as the importance of training and industrial relations. Learners will also understand the importance of identifying and managing cultural diversity in the workforce.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
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 Explain situations when it is necessary to seek specialist expertise in relation to recruitment and selection. 1.3 Describe the relevant legislative and regulatory frameworks that affect recruitment and selection in health and social care. 1.4 Evaluate the different approaches used in the selection process in health and social care. 1.5 Analyse the policies and procedures resulting	<ul style="list-style-type: none"> <li>Defining human resource requirements in health and social care e.g. fulltime, part-time</li> <li>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,</li> <li>Models of selection e.g. Qualification and suitability checks, taking up of references, pre</li> </ul>

	from serious case reviews and inquiries which contribute to safeguarding in health and social care.	employment checks, interview, audition, psychometric assessment, assessed task; involvement of stakeholders e.g. members of team, service users, external stakeholders.
2. Understand training and career development opportunities available for individuals.	<p>2.1 Explain how to maximise individual and group performance by implementing different performance management solutions.</p> <p>2.2 Analyse career development and lifelong learning opportunities in the health and social care sector.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>
3. Understand performance management in health and social care.	<p>3.1 Explain techniques for monitoring performance in health and social care</p> <p>3.2 Assess methods for identifying individual training and developing needs</p> <p>3.3 Analyse techniques for promoting continuous professional development in health and social care</p>	<ul style="list-style-type: none"> <li>• Performance management and appraisal, career development, lifelong learning, aspirations, reflection, reward and motivation, influences on employee behaviour, the psychological contract.</li> </ul>
4. Understand strategies for managing a diverse workforce.	<p>4.1 Analyse the significance of cultural diversity to the health and social care sector.</p> <p>4.2 Explain the benefits of a culturally diverse workforce.</p> <p>4.3 Assess strategies for managing a diverse workforce.</p>	<ul style="list-style-type: none"> <li>• Cultural diversity and the workforce, equal opportunities, employee relations and trade unions, discipline and grievance procedures, employee welfare, role-modelling, effective communication, team building, constructive feedback, shared values; accountability.</li> </ul>

## 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 to be covered	Assessment type	Word count (approx. length)
All 1	All ACs LO1	Presentation with speaker notes	10 minutes (speaker notes 500 words)
All 2 to 4	All ACs under LO 2 to 4	Report	3500 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*. 2<sup>nd</sup> 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

Torrington, D., Hall, L., Taylor, S. and Atkinson, C. (2014) *Human Resource Management*. 5<sup>th</sup> Edition, London: Pearson

## Managing Finance in the Health and Social Care Sector

Unit Reference Number	K/618/2712
Unit Title	Managing Finance in the Health and Social Care Sector
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 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 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. This unit should be studied within the contexts of local, national and international legal frameworks and good practice relating to finance.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Understand the role of financial information in managing health and social care organisations	1.1 Explain the importance of accounting and finance management in the context of a health and social care organisation. 1.2 Evaluate how financial software is utilised within the accounting functions of organisations. 1.3 Describe how key financial ratios are used by health and social care organisations.	<ul style="list-style-type: none"> <li>• Structure, format and requirements of published accounts;</li> <li>• Role of auditors, published vs internal financial information, main published financial statements: statement of financial position, statement of financial performance, statement of cash flows;</li> <li>• Different ratios: profitability, liquidity, efficiency, capital, investor, using ratios: calculation and interpretation, industry benchmarking, limitations of ratio analysis</li> </ul>

<p>2. Understand the different sources of finance available for the health and social care organisations</p>	<p>2.1 Differentiate between long and short term business finance needs of health and social care organisations. 2.2 Explain the benefits and limitations of various sources of finance available to an organisation. 2.3 Evaluate the process of budgetary control and revenue management in a health and social care organisation.</p>	<ul style="list-style-type: none"> <li>• Business finance needs and sources of finance:</li> <li>• Long term – non-current assets;</li> <li>• Short-term – working capital; importance of working capital for business continuity.</li> <li>• 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</li> </ul>
<p>3. Understand how business decisions in health and social care can be informed by financial information</p>	<p>3.1 Explain the rules of double-entry book-keeping and how it is used to maintain financial records. 3.2 Interpret organisational budgets in health and social care 3.3 Evaluate capital expenditures and investment projects using different investment appraisal techniques 3.4 Make recommendations for financial management in health and social care organisations</p>	<ul style="list-style-type: none"> <li>• Budgets, cash flow and investment appraisal:</li> <li>• Cash flow forecasts, budgetary control systems and budget formation and managing cash flow.</li> <li>• Net present value, discounted cash flows, internal rate of return, payback, accounting rate of return.</li> <li>• Analysing results, non-financial considerations, decision making, supporting recommendations</li> </ul>

## 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 to be covered	Assessment type	Word count (approx. length)
All 1 to 3	All ACs under LO 1 to 3	Preparatory Report	1500 words
		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

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



## Health and Social Care Strategies and Policies

Unit Reference Number	M/618/2713
Unit Title	Health and Social Care Strategies and Policies
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.3 Health and Social Care
Unit Grading Structure	Pass / Fail

### Unit Aims

This unit aims to explore international health and social care policy; contemporary, political, social and cultural issues that help to determine healthcare policy and strategy applicable to the national and international context.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Understand the development of international healthcare policy.	1.1 Summarise current global issues in health and social care. 1.2 Explore approaches to health and social care policy formation in an international context. 1.3 Assess how policy formation is influenced by funding in a national context. 1.4 Critically evaluate health and social care policy in own country. 1.5 Evaluate practical and political responses to a current international issue.	<ul style="list-style-type: none"> <li>Global issues: attitudes to pharmaceutical companies, new drugs and testing of drugs cost - benefits; political agenda in public health. Health priorities, mental health, cancer, Corona Virus, AIDS, Ebola, malaria, obesity and other current issues.</li> <li>Approaches - national health services, private health services, local/national organisation, charitable services, national priorities.</li> <li>Funding models - Public funding, private funding, religious, charitable and mixed funding, non-governmental organisation; legal, moral</li> </ul>

		<p>expectations of fund holders,</p> <ul style="list-style-type: none"> <li>• Policies - Categories of health policies, e.g. personal health care policy, pharmaceutical policy, public health: vaccination policy, tobacco control policy or breastfeeding promotion policy. Topics include financing and delivery of health care, access to care, quality of care, and health equity.</li> </ul>
<p>2. Understand external and internal environments for health and social care organisations.</p>	<p>2.1 Analyse the significance of external and internal environmental analysis.                  2.2 Analyse how competitively relevant strengths and weaknesses can be used to suggest appropriate strategic actions within a chosen health and social care context.                  2.3 Analyse policy solutions in relation to one aspect of health and social care.</p>	<ul style="list-style-type: none"> <li>• Influences: cultural and religious beliefs; education; class structure; cultural and social priorities in healthcare</li> <li>• Attitudes: concept and perceptions of health and illness; importance of health; attitudes to health interventions and medical professionals, locus of control; influences.</li> <li>• National context - Contrast cultural, social priorities with national and policy priorities; regional and national demography; morbidity and mortality.</li> </ul>
<p>3. Understand strategic and business plans for health care organisations based on environmental analysis.</p>	<p>3.1 Justify best strategic choice after strategic analysis to implement strategy                  3.2 Develop a business plan based on a current market situation in relation to the best strategic choice that is suitable for a health and social care organisation.                  3.3 Evaluate the business plan, making recommendations for improvement.</p>	<ul style="list-style-type: none"> <li>• Business plan elements: Executive Summary-Operations-People-Market Analysis-Marketing-Financials-Risk-Appendix.</li> <li>• Organisations: National health organisations; international health organisations (e.g. World Health Organisation); national and international private providers; pharmaceutical companies, their role and practices; charities promoting and practicing health. The aims, administration and funding of organisations</li> <li>• Structure: how health care is organised and delivered in a national context. Barriers – e.g. accessibility -social and transport issues; funding issues e.g. costs of treatment, private health insurance costs; risk, war / conflict/ natural disasters; epidemics / pandemics etc.</li> </ul>

<p>4. Understand the contribution of public and health promotion in the provision of health and social care services.</p>	<p>4.1 Examine national and international socio-political issues in the promotion of public health. 4.2 Analyse the role of health promotion in determining health care service demand in a national setting. 4.3 Evaluate the impact of international campaigns and national policies on the demand for healthcare.</p>	<ul style="list-style-type: none"> <li>• Health promotion: how public health is promoted, priorities in public health promotion, link between priorities and politics</li> <li>• Health care promotion: concept of public health and health promotion, development of health and healthcare services, development of different attitudes to health and demand for healthcare</li> </ul>
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## 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 to be covered	Assessment type	Word count (approx. length)
All 1	All ACs under LO 1	Case study	2000 words
All 2 to 4	All ACs under LO 2 to 4	Business Plan and Report	2500 words

## Indicative Reading list

Baggott R (2010) *Public Health: Policy and Politics*. Palgrave Macmillan. London

Birn A; Pillay Y; Holtz T (2009) *Textbook of International Health: Global Health in a Dynamic World*. Oxford University Press. New York.

Blank R H; Burau V (2013) *Comparative Health Policy*. Palgrave Macmillan. London.

Ginter P (2013) *The Strategic Management of Health Care Organisations*. Jossey Bass. San Francisco.

Ham C (2009) *Health Care Policy in Britain* (6<sup>th</sup> Ed) MacMillan. Basingstoke.

Harrison JS; Thompson SM (2014) *The Strategic Management of Health Care Organisations*. A stakeholder Approach BEP Press. New York.

Lister J (2013) *Health Policy Reform: Global Health Versus Private Profit*. Libri. Farringdon.

Sim F (2011) *Issues in Public Health: Understanding Public Health*. McGraw Hill. Maidenhead.

Waldorff S et al (2015) *Managing Change: From Health Policy to Practice (Organizational Behaviour in Health Care)* Middlesex University Business School. London.

## Leading Change in Health and Social Care

Unit Reference Number	T/618/2714
Unit Title	Leading Change in Health and Social Care
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 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 help learners develop an understanding of theories of change management and how they apply to contemporary organisations in the globalised world, with the identification and use of change models. The unit also explores different perspectives affecting health and social care service quality and how this is evaluated in order to empower and involve users of services.

### 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. 1.4 Analyse methods for evaluating health and social care quality of service provision.	<ul style="list-style-type: none"> <li>Stakeholder Management: Stakeholder definition; Stakeholders in the health and social care</li> <li>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.</li> </ul>
2. Understand strategies for achieving quality in health and	2.1 Explain ways in which quality can be measured in health and social care.	<ul style="list-style-type: none"> <li>NICE (National Institute for Health and Care Excellence)</li> </ul>

<p>social care services</p>	<p>2.2 Evaluate approaches to implementing quality systems. 2.3 Analyse barriers to delivery of quality health and social care services.</p>	<ul style="list-style-type: none"> <li>• Kings fund (independent think tank involved with work relating to the health system in England)</li> <li>• Quality measurement framework; indicators of quality improvement outcomes framework, policies and procedures in health and social care,</li> <li>• Factors affecting quality of care, quality improvement in health and social care.</li> </ul>
<p>3. Understand the principles of change management in health and social care settings.</p>	<p>3.1 Analyse factors that drive change. 3.2 Describe underpinning theories of change management. 3.3 Describe approaches, tools and techniques that support the change process. 3.4 Explain the importance of effective change management for service provision.</p>	<ul style="list-style-type: none"> <li>• Causes of change: Explain external and internal triggers of change and innovation: changes in markets, economic downturns, legislation, demographics, mergers and acquisitions, re-engineering, TQM, organisational constraints e.g. human and financial resources etc. Appraise these triggers of change and innovation</li> <li>• Be able to apply approaches to organisational change and relevant processes</li> <li>• Principles of change: Understand the basic principles of organisational change such as systematic change for the humans, start at the top, involve all the levels, effective communication, create clear responsibilities, consider cultural aspects, prepare for the contingencies, individual focus, etc.</li> <li>• Different approaches to organisational change: This include in depth understanding of principles of change, organisational change processes and the different approaches possible</li> </ul>
<p>4. Be able to create a plan and implement effective change within a health and social care organisation.</p>	<p>4.1 Assess and select relevant tools and techniques to implement and manage change. 4.2 Develop a plan to implement a change in an organisation.</p>	<ul style="list-style-type: none"> <li>• Evaluating health and social care service:</li> <li>• Quality of Care definition,</li> <li>• Parameters for Quality of Care (Safety, Effectiveness, Patient-centred, Timely, Efficient</li> </ul>

	4.3 Develop measures to monitor and evaluate progress of the change plan.	and Equitable) <ul style="list-style-type: none"> <li>• External and internal perspectives</li> </ul>
5. Be able to analyse stakeholder responses to organisational change.	5.1 Assess possible risks associated with an organisation’s change process. 5.2 Apply a stakeholder analysis to understand possible resistance to change. 5.3 Critically appraise relevant strategies to manage resistance to change in organisations. 5.4 Evaluate effectiveness of quality systems, policies and procedures used in a health and social care setting. 5.5 Analyse factors that influence the achievement of quality in the health and social care provision. 5.6 Suggest ways in which the health and social care service could improve quality of service provision.	<ul style="list-style-type: none"> <li>• Potential resistance to change: organisational culture and behaviour, organisational policies, power and the influence of individuals and groups.</li> <li>• Types of conflicts: inter-personal, intrapersonal, inter group.</li> <li>• Sources of conflicts: poor communication, poor leadership, different styles, conflicting personalities, different perceptions, conflicting goals, limited resources capabilities</li> <li>• Managing conflicts: Integrating; obliging; avoiding; compromising.</li> <li>• Practical application</li> </ul>

## 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 to be covered	Assessment type	Word count (approx. length)
All 1 to 2	All ACs under LO 1 to 2	Presentation with speaker notes	15 minutes (speaker notes 500 words)
All 3 to 5	All ACs under LO 3 to 5	Management Plan and Report	2500 words

## Indicative Reading list

Britnell, M. (2015). *In Search of the Perfect Health System*. Palgrave Macmillan: London.

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

Gold, J., Thorpe, R., and Mumford, A. (2010) *Leadership and Management Development*. CIPD

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

Johnston, R., Clark, G., and Shulver, M. (2012). *Service Operations Management: Improving Service Delivery*. Pearson: London.

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

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

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



## 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 Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.3 Health and Social Care
Unit Grading Structure	Pass / Fail

**Note:** The 'Research Methods for Healthcare Professionals' Unit Ref. No. D/507/9468 is studied at OTHM Level 6 Diploma in Health and Social Care Management.

### 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.	<ul style="list-style-type: none"> <li>Quality improvement, evidence, guidelines and policy.</li> </ul>
2. Understand research approaches in health care contexts.	2.1 Critically evaluate a range of research philosophies. 2.2 Examine different approaches to research.	<ul style="list-style-type: none"> <li>Ontology, epistemology, axiology, positivism; realism; interpretivism; pragmatism; and qualitative and quantitative approaches.</li> </ul>
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.	<ul style="list-style-type: none"> <li>Elements: Statement of problem, Literature review, conceptual framework, research question, hypothesis, terms of reference,</li> </ul>

		<p>methodology, timelines – scope of work and budget.</p> <ul style="list-style-type: none"> <li>• Ethics: Permissions and approvals, consent, confidentiality and anonymity.</li> </ul>
4. Be able to analyse and interpret a range of data.	<p>4.1 Explain types and sources of research data. 4.2 Analyse data using appropriate approaches. 4.3 Draw conclusions from data collected.</p>	<ul style="list-style-type: none"> <li>• Data collecting methods, types of data, analysis approaches, statistics packages, grounded theory, validity and reliability.</li> </ul>
5. Understand the relationship between research and evidence based practice.	<p>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.</p>	<ul style="list-style-type: none"> <li>• Integration of clinical expertise, patient values, and the best research evidence into the decision- making process for patient care.</li> </ul>

## 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 to be covered	Assessment type	Word count (approx. length)
All 1 to 5	All ACs under LO 1 to 5	Research Proposal	2500 words

## Indicative Reading list

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

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

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

Dochartaigh, N. (2012) *Internet Research Skills*. 3<sup>rd</sup> 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

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).