



QUALIFI

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RECOGNISED WORLDWIDE

Qualifi Level 4 Diploma in Health and Social Care

Course Content

November 2021

Academic Study Skills:

- Skills and understanding to study effectively within higher education, in particular, reflective and critical thinking skills.

Communication for Health and Social Care:

- Awareness of different forms of communication used in health and social care settings.
- The importance of effective service delivery.

An Introduction to Healthcare Policy:

- Awareness of different influences on healthcare and their effect on the development of policy.
- Evaluation of healthcare policy.
- Examine what are the key contemporary issues for those making policy, providers and those receiving support.

Reflective Practice:

- Reflective practice in all its forms.
- Reflections on practice and in practice are important concepts in health and social care
- Feed into the idea of self -development linking theory to practice.

Managing People in Health and Social Care:

- The processes involved in the recruitment, management and development of people in the health and social care workplace.
- Facilitating change in the organisation.

Sociology Concepts in Health and ill Health:

- Sociological concepts of health and ill health and their application to care practice in health and social care.
- How society is structured in terms of age, gender, ethnicity, social class, family and households and its impact on health and well-being.

Appendix 1: Unit Descriptors

Unit HSC401: Academic Study Skills

Unit code: T/505/9498

RQF level: 4

Aim

The aim of this unit is to enable you to develop the necessary skills and understanding to study effectively within higher education. This will enable learners to acquire the necessary reflective and critical thinking skills required to achieve individual learning potential.

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
To achieve this unit a learner must be able to:	Assessment of these outcomes demonstrates the learner can:
1. Demonstrate evidence of personal and academic development.	1.1 Develop a portfolio of evidence showing development in academic study skills. 1.2 Reflect upon a significant learning incident using an acknowledged model
2. Identify relevant sources of evidence in order to develop reliable arguments.	2.1 Collate an annotated bibliography for 3 sources, summarising findings. 2.2 Explain the process by which you can identify relevant sources for an academic piece of work.
3. Interpret qualitative and quantitative data presented in research articles.	3.1 Evaluate the quality of the research article provided. 3.2 Discuss the relevance of the findings to health and social care practice

Suggested Resources

Taylor, J. (2003) Study Skills in Health care, Nelson Thornes. ISBN 0748771190

Van Emden, J. and Becker, L. (2010) Presentation Skills for learners (2nd Ed) Palgrave Macmillan. ISBN 13:978-0-230-24304-0

Cottrell, S. (2011) Critical Thinking Skills- Developing effective analysis and argument. Palgrave Macmillan. ISBN 13: 978-0-230-28529-3

Pearce, R. (2003) Profiles and Portfolios of Evidence. Nelson Thornes

John, C. (2013) Becoming a Reflective Practitioner. (4th ed) WileyBlackwell

www.palgravestudyskills.com

Unit HSC402: Communicating in Health and Social Care

Unit code:

T/505/9495 RQF

level: 4

Aim

The aim of this unit is to develop the learner's awareness of different forms of communication used in health and social care settings and its importance for effective service delivery.

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
To achieve this unit a learner must be able to:	Assessment of these outcomes demonstrates the learner can:
1. Identify key communication skills and explain how these are applied in a health and social care setting.	1.1 Compare and contrast 2 theoretical approaches to communication in health and social care. 1.2 Describe the main types of communication utilised within health and social care practice.
2. Analyse the various factors which influence the communication process in health and social care.	2.1 Discuss the main barriers to communication and how these can be overcome. 2.2 Identify a variety of alternative means of communication utilised with Health and Social care users with special requirements. 2.3 Explain the importance of confidentiality, linking to Caldicott Principles.
3. Discuss the benefits and challenges of information and communication technology (ICT) in health and social care practice.	3.1 Discuss how ICT has benefitted service users in health and social care. 3.2 Discuss how ICT has benefitted health and social care practitioners. 3.3 Explain the data protection act and its application in health and social care.

Suggested Resources

McCorry, L, K and Mason, J. (2011) Communication skills for Healthcare Professionals

Crawford, P. (2006) Communication in Clinical Settings. Nelson Thornes Publishing

Moss, B. (2015) Communication Skills for Health and Social Care, Sage Publications

Schiavo, R (2013) Health Communication from Theory to practice

Mamen M (2007)– Understanding Non-Verbal Learning Disability, Jessica Kingsley Publishing
ISBN: 9781843105930

Nursing Times

Nursing Standard

Journal of Health Care Support Workers

Royal National Institutes for the Blind WWW.RNIB.Org.uk

Unit HSC403: An Introduction to Healthcare Policy

Unit code: F/505/9505

RQF level: 4

Aim

The aim of this unit is to develop your awareness of different influences on healthcare and their effect on the development of policy. Evaluation of healthcare policy will allow learners to examine what are the key contemporary issues for those making policy, providers and those receiving support.

Learning Outcomes and Assessment criteria

Learning outcomes	Assessment criteria
To achieve this unit a learner must be able to:	Assessment of these outcomes demonstrates the learner can:
1. Demonstrate an understanding of the significant historical and contemporary landmarks in healthcare provision in the UK.	1.1 Summarise the main healthcare policy reforms introduced by the Labour Government from 1997. 1.2 Summarise the Conservative/ Liberal Coalition health agenda. 1.3 Discuss recent proposals in healthcare policy and its potential impact on service users.
2. Discuss the theoretical frameworks, concepts and models in developing policy.	2.1 Discuss the ideological backgrounds that can influence healthcare policy development. 2.2 Describe how stakeholders can influence policy development.
3. Discuss the impact of previous and current healthcare policy upon service user groups.	3.1 Discuss a policy developed during the coalition government and its impact upon service users. 3.2 Explain the government's policy on supporting service users with long-term conditions and its implications for service users.

Suggested Resources

Fatchett, A (2012) Social Policy for Nurses. Polity press. ISBN- 13:978-0-7456-4920-7

Kennedy, P (2013) Key themes in Social Policy

Donaldson, L. and Scally, G. Donaldson's Essential Public Health (Radcliffe Publishing Ltd 2009) ISBN: 9781846192098

Kennedy, P. Key Themes in Social Policy (Routledge, 2013) ISBN: 9780415520973

Taylor, G. Using Health Policy in Nursing Practice (Learning Matters, 2013) ISBN: 9781446256466

Walshe, K. and Smith, J. Healthcare Management (Open University Press, 2011) ISBN: 9780335243815

Journal of Social Policy

Social Policy and Society

www.social-policy.org.uk

<https://www.gov.uk/government/policies/helping-to-reduce-poverty-and-improve-social-justice>

Unit HSC404: Reflective Practice

Unit code: F/505/9519

RQF level: 4

Aim

This unit is designed to introduce the learner to reflective practice in all its forms. Reflections on practice and in practice are important concepts in health and social care and feed into the idea of self -development linking theory to practice.

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
To achieve this unit a learner must be able to:	Assessment of these outcomes demonstrates the learner can
1. Identify and explain models of reflection used in health and socialcare.	1.1 Identify 2 models of reflection commonly used in health and social carepractice. 1.2 Explain the benefits of reflective practice in health and social care.
2. Develop the skills and knowledge required to plan for your personal and professional development.	2.1 Demonstrate an understanding of the use of personal development plans. 2.2 Discuss how personal development plans are used in health and social care practice. 2.3 Explain the role of clinical supervision in health and social care.
3. Produce a personal development plan identifying how you will develop the skills and knowledge required as a learner/practitioner of health and social Care.	3.1 Develop a personal development plan. 3.2 Identify on the plan your aims, how to achieve, success criteria and how you will monitor if achieved.
4. Discuss the links between theory and practice and how this can be facilitated.	4.1 Discuss how to facilitate the use of research in practice and its benefits. 4.2 Discuss the potential barriers to the implementation of research into practice.

Suggested Resources

Lishman, J. (2007) Handbook for practice learning in social work and social care: knowledge and theory. London: Jessica Kingsley

Bolton, G. E. J. Reflective Practice, Writing and Development (Sage, 2014) ISBN: 9781446282359

Moon, J. Learning Journals: A Handbook for Reflective Practice and Professional Development (Routledge 2006) ISBN: 9780415403757

Collins, S. Supervision Skills (SPC Publishing UK, 2015) ISBN: 9780993169007

Johns, C (2013) Becoming A Reflective Practitioner (4th Ed) Wiley- Blackwell

Boud, D., Keogh, R and Walker, D. (ed) (1985) Reflection: turning Experience into Learning. Routledge- Farmer ISBN 0-85038-864-3

Community Care

Mental Health Practice

Nursing Times

Unit HSC405: Managing People in Health and Social Care

Unit code: L/505/9507

RQF level: 4

Aim

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

In this unit learners will investigate the processes involved in the management of individuals in the health and social care workplace and how to facilitate change in the organisation.

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
To achieve this unit a learner must be able to:	Assessment of these outcomes demonstrates the learner can:
1. Evaluate the processes for recruiting individuals to work in health and social care.	1.1 Evaluate the factors involved in planning for recruitment. 1.2 Evaluate the recruitment process with links to legislation and policy.
2. Explain the systems for monitoring and promoting the development of teams working in health and social care.	2.1 Explain the process of team development. 2.2 Discuss different types of teams found in Health and social care. 2.3 Explain the role of appraisal in developing team members.
3. Analyse the process of change management and how to implement change successfully	3.1 Discuss factors that drive change in an organisation. 3.2 Analyse 2 models of change commonly used in health and social care. 3.3 Analyse potential barriers to change and how to overcome them.

Suggested Resources

Armstrong, M and Taylor, S (2014) Armstrong's handbook of Human Resource Management Practice 13th Ed London, Kogan Page

Bratton, J and Gold, J (2012) Human Resource Management: Theory and Practice 5th Ed Palgrave Macmillan

Burnes, B (2009) Managing Change (5th edition) Prentice Hall

Kew, J and Stredwick, J (2013) Human resource management in Context-3rd ed

<http://www.cipd.co.uk> (Chartered Institute of Personnel Development- in particular their factsheets).

www.personneltoday.com

Unit HSC406: Sociology: Concepts in Health and Ill Health

Unit code: M/505/9502

RQF level: 4

Aim

The aim of this unit is for learners to gain an understanding of sociological concepts of health and ill health and their application to care practice in health and social care. It will enable learners to gain an understanding of the nature of contemporary society and its influences on the perception of health and ill health.

Learners will explore how society is structured in terms of age, gender, ethnicity, social class, family and households and its impact on health and wellbeing.

Learning Outcomes and Assessment Criteria

Learning outcomes	Assessment criteria
To achieve this unit a learner must be able to:	Assessment of these outcomes demonstrates the learner can:
1. Describe the theoretical perspectives behind approaches to health and illness.	1.1 Describe 2 theoretical perspectives to health and illness. 1.2 Describe Parson's 'sickrole'. 1.3 Describe stigmatization and its potential affect upon service users.
2. Evaluate differing models of health used within health and social care.	2.1 Evaluate 2 different models of healthcare delivery. 2.2 Using the case study provided justify a model of healthcare delivery which would be most appropriate.
3. Discuss how social inequalities influence the life chances and health status of individuals.	3.1 Discuss how the government measure morbidity and mortality across the UK. 3.2 Describe what is meant by social inequality in health and what factors influence it. 3.3 Discuss the use of health education and health promotion to improve the health of the nation.

Suggested Resources

White, K. An Introduction to the Sociology of Health and Illness (Sage, 2008) ISBN:

Barry, A. and Yuill, C. Understanding the Sociology of Health: An Introduction (SAGE, 2011) ISBN:9781446201886

Dillon, M. Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-first Century (Wiley-Blackwell, 2014) ISBN: 978-1118471920

Haralambos, M. and Holborn, M. Sociology: Themes and Perspectives (Collins Educational, 2013) ISBN: 9780007498826

Giddens, A. and Sutton, P. Sociology (Polity Press, 2013) ISBN:

9780745652931 Scambler, G (ed) (2008) Sociology as applied to

Medicine. Saunders Elsevier

'Sociology of health and illness' journal available free on [http://on-](http://onlinelibrary.wiley.com)
[linelibrary.wiley.com](http://onlinelibrary.wiley.com) www.britsoc.co.uk