



ATHE Level 5 Certificate in Management for Health and Social Care

600/4432/9

ATHE Level 5 Diploma in Management for Health and Social Care

600/4433/0

ATHE Level 5 Extended Diploma in Management for Health and Social Care

600/4434/2

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About ATHE

Awards for Training and Higher Education (ATHE) is a global awarding organisation regulated by Ofqual and other United Kingdom and international regulators. We provide centres with a wide variety of qualifications including, but not limited to business and management, administrative management, law, computing, health and social care and religious studies.

For the full list please visit our website: www.athe.co.uk

ATHE has also developed a range of bespoke qualifications for clients.

We are known for our excellent customer service, efficient support and flexible qualifications that offer diverse progression routes.

Our Qualifications

Our management qualifications are the culmination of expert input from colleges, sector skills councils, industry professionals and our qualification development team. We have taken advantage of the flexibility of the RQF to develop a suite of awards, certificates and diplomas that offer progression across many of the RQF levels.

Key features of the qualifications include:

- core units that are common to different sectors offering the opportunity for learners to move between sectors or delay decisions as to which area to specialise in
- small qualifications that can be used for professional development for those in employment or for learners who do not have the time to undertake a full time programme
- flexible methods of assessment allowing tutors to select the most appropriate methods for their learners

Support for Centres

We are committed to supporting our centres and offer a range of training, support and consultancy services including:

- qualification guidance, suggested resources and sample assignments
- an ATHE centre support officer who guides you through the centre recognition process, learner registration and learner results submission
- health check visits to highlight any areas for development
- an allocated ATHE associate for advice on delivery, assessment and verification

ATHE RQF Qualifications at Level 5 in this Specification

This document provides key information on ATHE's suite of Level 5 qualifications in Management for Health and Social Care, including the rules of combination, the content of all the units and guidance on assessment and curriculum planning. It should be used in conjunction with the ATHE handbook "Delivering ATHE Qualifications". Further guidance on resources and assessment is provided separately.

These qualifications are regulated by Ofqual and are listed on Ofqual's Register of Regulated Qualifications. Each qualification has a Qualification Number (QN). This number will appear on the learner's final certification documentation. Each unit within a qualification also has a Unit Reference Number.

The QN numbers for these qualifications are as follows:

ATHE Level 5 Extended Diploma in Management for Health and Social Care	600/4434/2
ATHE Level 5 Diploma in Management for Health and Social Care	600/4433/0
ATHE Level 5 Certificate in Management for Health and Social Care	600/4432/9

Recognition Dates

These qualifications are recognised from 1st February 2012 which is their operational start date in centres.

Availability

These qualifications are available to learners who are registered at a recognised ATHE centre which is based in England, Wales or internationally, outside of the United Kingdom.

Entry Requirements

These qualifications are designed for learners who are typically aged 18 and above.

ATHE's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications

Centres should review the prior qualifications and experience of each learner and consider whether they provide the necessary foundations to undertake the programme of study at level 5. For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification.

For learners who have recently been in education or training the entry profile is likely to include:

- prior study in Healthcare Management or related subjects at level 4 or above
- a level 4 qualification for example an ATHE Level 4 Diploma in Management for Health and Social Care
- other equivalent international qualifications

Learners may also have relevant work experience.

Mature learners may present a more varied profile of achievement that is likely to include relevant work experience (paid and/or unpaid) with levels of responsibility, participation and/or achievement of relevant professional qualifications. This may be used for recognition of prior learning (RPL).

Learners must also have an appropriate standard of English to enable them to access relevant resources and complete the unit assignments.

For those whom English is not their first language we recommend the following standards of proficiency in English language skills or an approved equivalent for this qualification:

- IELTS 5.5
- Common European Framework of Reference (CEFR) B2
- Cambridge English Advanced (CAE) 162 or above
- Pearson Test of English (PTE) Academic 42-49

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that learners who undertake these qualifications have the necessary background knowledge, understanding and skills to undertake the learning and assessment at level 5. ATHE will review centre recruitment policies as part of their monitoring processes.

Reasonable Adjustments and Special Considerations

ATHE's policy on reasonable adjustments and special consideration aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge and understanding. Where the learner has been awarded a Reasonable Adjustment or Special Consideration this must be recorded on the assessment sheet and the learner record. External Verifiers will take account of this information at the external verification of learner work. Further details on Reasonable Adjustments and Special Considerations are provided in the policy document, which can be found on our website. Please contact ATHE if you are uncertain about adjustments for certain learners.

Introduction to ATHE's Level 5 Qualifications in Management for Health and Social Care

Our new qualifications in Management for Health and Social Care at Level 5 have been developed to conform to the requirements of the RQF, to meet the requirements of the sector and to respond to the needs of our centres.

These qualifications provide generic management skills for those planning to or working in a management role together with sector specific specialist units. The qualifications deliver the skills and knowledge that meet the needs of managers on a domestic and international platform.

We provide a flexible route for learners who have already achieved management qualifications at a lower level and for learners who do not have management qualifications, but may have qualifications in other areas and/or prior experience in the work place.

Our suite of qualifications is designed to provide:

- maximum flexibility with different sized level 5 qualifications for those who only wish or have the time to initially take smaller qualifications and then build up qualifications over time
- opportunities for learners to develop knowledge and skills, personal qualities and attitudes essential for successful performance in working life
- optional units in particular specialisms that are directly related to learners' current responsibilities or that meet a particular interest and support career development
- opportunities for learners who wish to undertake a full time course of study leading to an Extended Diploma

Certificate

Our Certificate allows learners to develop some of the key skills they need to work in a management role with a mandatory unit and a choice of options.

Diploma

Our Diploma allows learners to develop the key skills they need to work in a management role with a number of mandatory units together with a choice of options.

Support and Recognition

These qualifications have been developed with the support of centres who are currently delivering qualifications at this level in Management for Health and Social Care or who plan to do so in the future.

National Occupational Standards

The ATHE Level 5 qualifications in Management for Health and Social Care provide much of the underpinning knowledge and understanding for the National Occupational Standards in Management and Leadership.

Progression

On successful completion of a Level 5 qualification in Management for Health and Social Care there are a number of progression opportunities.

Learners may progress to:

- larger qualifications at the same level e.g. from a Certificate to the Diploma or Extended Diploma in Management for Health and Social Care or a related qualification, for example the Diploma in Management
- a degree programme in a higher education institution and claim exemptions for some of the units completed

Recognition of Prior Learning (RPL)

The RQF is based on the principle of credit accumulation and transfer. Within this suite of qualifications, learners have the opportunity to build their achievements from a single unit into a full Diploma.

There will be occasions where learners wish to claim recognition of prior learning which has not been formally assessed and accredited. Centres should contact ATHE to discuss the requirements for RPL.

Resources Required by Centres

ATHE expects centres to provide the right human and physical resources needed to ensure the quality of the learner experience. Centres must ensure that staff have the appropriate level of subject knowledge and are normally qualified to at least a degree standard. It is desirable that staff have a teaching and/or assessing qualification and practical experience of this sector.

The physical resources required will vary depending on the style of delivery. Where distance or blended learning is used, ATHE expects centres to have appropriate learning support materials, infrastructure and technology in place to meet student needs.

This information will be checked by external verifiers on their visits to centres.

ATHE Definition of Guided Learning Hours (GLH), Total Qualification Time (TQT) and Credit

Values for Total Qualification Time, Guided Learning Hours and Credit, are calculated by considering the different activities that a Learner would typically complete to demonstrate achievement of the learning outcomes of a qualification.

The needs of individual learners and the differing teaching styles used mean there will be variation in the actual time taken to complete a qualification.

Values for Total Qualification Time, Guided Learning Hours and Credit are estimates.

Guided Learning Hours (GLH)

The term Guided Learning Hours (GLH) is an estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.

GLH are intended to provide guidance for centres on the amount of time required to deliver the programme and support learners. GLH are made up of activities completed by the learner under direct instruction or supervision of a tutor/teacher, lecturer, supervisor, trainer etc. whether through actual attendance or via electronic means, the activity must be in real time.

Some examples of activities that can contribute to Guided Learning Hours include:

- Supervised induction sessions
- Learner feedback with a teacher in real time
- Supervised independent learning
- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment that take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is a guide to the amount of time a learner would take, on average, to complete the different activities to demonstrate achievement of the learning outcomes of a whole qualification.

TQT includes all the activities described under guided learning hours (GLH) plus all the additional learning.

Additional learning will take place away from the classroom and this will not be under direct supervision of a tutor/teacher, lecturer, supervisor, trainer etc. The activities will vary depending on the qualifications, their level and the nature of the learning.

Some examples of activities that can contribute to Total Qualification Time, include:

- Preparation for classes
- Independent and unsupervised research/learning
- Unsupervised work on assignments
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e- assessment
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- Any other form of learning, education or training, not under the direct supervision of a tutor/teacher, lecturer, supervisor, trainer.

Credit

The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a unit at the specified standard.

Each credit represents 10 hours of learning time and equates to 10 hours of total qualification time. Therefore, one 15 credit unit represents 150 hours of total qualification time. Learning time is a notional measure which indicates the amount of time a learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

Learning time includes all the activities described under guided learning hours and additional learning. The credit value of the unit will remain constant in all contexts regardless of the assessment method or the mode of delivery. Learners will only be awarded credits for the successful completion of whole units.

The level is an indication of relative demand, complexity and depth of achievement and autonomy.

Each qualification has agreed rules of combination which indicates the number of credits to be achieved, the units that are mandatory and the choice of optional units.

Support for ATHE Qualifications

ATHE provides a wide range of support. This includes:

- materials on our website to support assessment and teaching and learning
- training events to support the delivery of the qualifications and assessment
- the services of a team of experienced advisors and external verifiers
- support for business development

Qualification Structures for ATHE Level 5 Management for Health and Social Care Qualifications

The ATHE Level 5 Extended Diploma in Management for Health and Social Care is a 120-credit qualification.

Rules of combination

Learners must complete four mandatory units totalling 65 credits and at least four optional units, totalling a minimum of 55 credits. The number of units to be completed will depend upon the size of the units selected.

The Total Qualification Time is 1200 Hours

The Total Guided Learning Hours is 480

The Total Credit Value is 120

Unit Codes	Unit Title	Level	Credit	GLH
	Mandatory Units			
D/601/1665	Facilitating Change in Health and Social Care	5	15	60
D/503/7074	Managing Communication	5	15	60
Y/503/7073	People Management	5	15	60
K/601/0941	Research Project	5	20	80
	Optional Units			
K/503/7191	Leading Practice in Health and Social Care	5	15	60
M/503/7189	Working with Multi-Disciplinary Teams	5	15	60
Y/503/7168	Management of Safeguarding for Health and Social Care	5	10	40
A/503/7082	Corporate Social Responsibility	4	15	60
F/503/7083	Resource Management	4	15	60
H/503/7190	Management of Activity Provision	4	15	60
M/503/7080	Finance For Managers	4	15	60
R/503/7072	Planning a New Business Venture	4	15	60
D/503/5213	Managing Stakeholder Engagement	6	10	40
K/503/5120	Leading Organisational Equality and Diversity	6	10	40
F/503/5219	Managing Finance in the Public Sector	6	10	40
F/503/5348	Manage Sustainability in an Organisation	5	15	60
K/601/1670	Managing Quality in Health and Social Care	5	15	60
D/601/1598	Empowering Users of Health and Social Care Services	4	15	60
K/601/1569	Health and Safety in the Health and Social Care Workplace	4	15	60
A/601/0992	Employability Skills	5	15	60
T/601/0943	Personal and Professional Development	5	15	60
	Barred Units: Finance For Managers (M/503/7080), Managing Finance in the Public Sector (F/503/5219).			

ATHE Level 5 Diploma in Management for Health and Social Care

The ATHE Level 5 Diploma in Management for Health and Social Care is a 60-credit qualification.

Rules of combination

Learners must complete three mandatory units and one or more optional unit.

The Total Qualification Time is 600 Hours

The Total Guided Learning Hours is 240

The Total Credit value is 60

Unit Codes	Unit Title	Level	Credit	GLH
	Mandatory Units			
D/601/1665	Facilitating Change in Health and Social Care	5	15	60
D/503/7074	Managing Communication	5	15	60
Y/503/7073	People Management	5	15	60
	Optional Units			
	<i>Learners must complete a further one or two units from the list below to achieve a minimum of 60 credits for the Diploma.</i>			
K/503/7191	Leading Practice in Health and Social Care	5	15	60
M/503/7189	Working with Multi-Disciplinary Teams	5	15	60
Y/503/7168	Management of Safeguarding for Health and Social Care	5	10	40
A/503/7082	Corporate Social Responsibility	4	15	60
F/503/7083	Resource Management	4	15	60
H/503/7190	Management of Activity Provision	4	15	60
M/503/7080	Finance For Managers	4	15	60
R/503/7072	Planning a New Business Venture	5	15	60
D/503/5213	Managing Stakeholder Engagement	6	10	40
K/503/5120	Leading Organisational Equality and Diversity	6	10	40
F/503/5219	Managing Finance in the Public Sector	6	10	40
F/503/5348	Manage Sustainability in an Organisation	5	15	60
K/601/1670	Managing Quality in Health and Social Care	5	15	60
D/601/1598	Empowering Users of Health and Social Care Services	4	15	60
K/601/1569	Health and Safety in the Health and Social Care Workplace	4	15	60
A/601/0992	Employability Skills	5	15	60
T/601/0943	Personal and Professional Development	5	15	60
	Barred units			
	Finance For Managers (M/503/7080)			
	Managing Finance in the Public Sector (F/503/5219)			

ATHE Level 5 Certificate in Management for Health and Social Care

The ATHE Level 5 Certificate in Management for Health and Social Care is a 30-credit qualification.

Rules of combination

Learners must complete the one mandatory unit and one of the two optional units.

The Total Qualification Time is 300 Hours

The Total Guided Learning Hours is 120

The Total Credit value is 30

Unit Codes	Unit Title	Level	Credit	GLH
	Mandatory Units			
D/601/1665	Facilitating Change in Health and Social Care	5	15	60
	Optional Units			
D/503/7074	Managing Communication	5	15	60
Y/503/7073	People Management	5	15	60

Guidance on Assessment and Grading

Assessment

For all ATHE qualifications assessment is completed through the submission of internally assessed student work. To achieve a pass for a unit, a learner must have successfully achieved the learning outcomes at the standards set by the assessment criteria for that unit.

ATHE will provide a sample assignment for each unit which can be used as the assessment for the unit. We would encourage our centres to develop their own assessment strategies so you have the opportunity to put assignments in a context that is appropriate for your learners. Any assignments that you devise will need to be submitted to ATHE for approval before delivery of the programme. Centres can submit assignments for approval using the 'Centre-Devised Assignment' template documentation available on the ATHE website.

An assignment can relate to a single unit. Alternatively, you may incorporate more than one unit in an integrated assignment provided the content of the assignment is clearly mapped to show which assessment criteria from which units are being covered.

Methods of Assessment

ATHE encourages the use of a range of assessment strategies that will engage learners and give them an opportunity to both demonstrate their knowledge and understanding of a topic and to evaluate how they might apply that knowledge in a given context.

We would recommend avoiding an over-reliance on essay writing and that more varied types of assessment are included. This might include assessment through:

- a research activity resulting in the compilation of a report
- an academic paper or article for publication

- the compilation of a case study
- a critical review and evaluation of a chosen company's policies, procedures and systems
- a set project completed for an employer (also known as an 'employer-engagement' activity)
- the production of a portfolio of evidence relating to a particular unit

This list is by no means exhaustive but gives examples of some creative assessment methods that could be adopted.

Recording Assessment Judgements

Assessors are required to record assessment judgements for each student by unit. ATHE has provided a template for centres to use to record their judgements and this form should be used. The form enables the centre to record any adjustments due to special considerations or reasonable adjustments. Any adjustments following appeals should also be recorded. These records must be retained as they will be checked at external verification visits. All learner work must be retained for a minimum of 4 years after certification has taken place.

Putting an Assessment Strategy in Place

You will need to demonstrate to your External Verifier that you have a clear assessment strategy supported by robust quality assurance in order to meet the ATHE requirements for registering learners for a qualification. In devising your assessment strategy, you will need to ensure:

- devised assignments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet
- that the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, evaluate
- that the assignment gives the learner sufficient opportunity to meet the assessment criteria at the right level, through the work they are asked to complete (The RQF level descriptors will be helpful to you in determining the level of content of the assessment)
- students are well-briefed on the requirements of the unit and what they have to do to meet them
- assessors are well trained and familiar with the content of the unit/s they are assessing
- there is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification
- assessment decisions are clearly explained and justified through the provision of feedback to the learner
- that work submitted can be authenticated as the learner's own work and that there is clear guidance on the centre's Malpractice Policy
- that there is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external verification will be needed
- sufficient time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification

Grading

Grading system

The grading algorithms and overall grade thresholds published in any ATHE specification may be subject to change where this is necessary to maintain standards.

This qualification involves assessment using judgements against 'Pass' Assessment Criteria to decide about whether a learner has met the required standard. Our grading system is straightforward and we do not currently envisage the need to change this. However, should a change become necessary, the change would be published in an updated version of the specification with a clearly revised version number and a new 'valid from' date on the front cover. We will write to all centres in good time to

inform them of this change so that plans for any changes can be made to your programme delivery, internal assessment and quality assurance arrangements.

The ATHE grading system where a qualification result can be either Pass or Fail is as currently follows and we plan to maintain this system for the foreseeable future:

- Learner meets all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Pass for the unit
- Learner does not meet all Learning Outcomes at Pass standards stated in the assessment in a unit > Learner gains a Fail for the unit
- Learner achieves a Pass for all the required units in the rules of combination > learner achieves a Pass for the qualification
- Learner does not achieve a Pass for all the required units in the rules of combination > learner achieves a Fail for the qualification but may receive unit credit certification for those units achieving a Pass.

Qualification Grading Structure

Determining the Overall Qualification Grade

Each unit is graded pass or fail. As well as receiving a grade for each individual unit learners will receive an overall grade for the qualification. Each unit is equally weighted.

To achieve a Pass grade for the qualification the learner must achieve a Pass for all the required units in the rules of combination.

Quality Assurance of Centres

Centres delivering ATHE RQF qualifications must be committed to ensuring the quality of the assessment of all the units they deliver, through effective standardisation of assessors and verification of assessor decisions. ATHE will rigorously monitor the application of quality assurance processes in centres.

ATHE's quality assurance processes will include:

- centre approval for those centres who are not already recognised to deliver ATHE qualifications
- approval to offer ATHE RQF qualifications and units in Management for health and Social care at Level 5

Once a centre registers learners for a qualification, they will be allocated an External Verifier who will visit at an early stage in the programme to ensure that an appropriate assessment plan is in place.

Centres will be required to undertake training and standardisation activities as agreed with ATHE. Details of ATHE's quality assurance processes are provided in the ATHE Guide: "Delivering ATHE Qualifications" which is available on our website.

Malpractice

Centres must have a robust Malpractice Policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for verification can be authenticated as the learner's own. Any instance of plagiarism detected by the External Verifier during sampling, will result in the entire cohort being rejected. Centres should refer to the ATHE Malpractice Policy on the ATHE website.

Guidance for Teaching and Learning

Learners learn best when they are actively involved in the learning process. We would encourage practitioners delivering our qualifications to use a range of teaching methods and classroom-based activities to help them get information across and keep learners engaged in the topics they are

learning about. Learners should be encouraged to take responsibility for their learning and should be able to demonstrate a high degree of independence in applying the skills of research and evaluation. You can facilitate this by using engaging methods of delivery that involve active learning rather than relying on traditional methods of lecture delivery to impart knowledge.

Your approach to delivery should give the learners sufficient structure and information on which to build without you doing the work for them. In achieving the right balance you will need to produce well-planned sessions that follow a logical sequence.

Top Tips for Delivery

- Adopt a range of teaching and learning methods, including active learning.
- Plan sessions well to ensure a logical sequence of skills development.
- Include study skills aspects, e.g. how to construct a report or Harvard Referencing. Build time into your Scheme of Work and Session Plans to integrate study skills teaching.
- Set structured additional reading and homework tasks to be discussed in class.
- Elicit feedback from your students. Get them to identify where the work they have done meets the assessment criteria.
- Contextualise your activities, e.g. use real case studies as a theme through the sessions.
- Take an integrated approach to teaching topics across units, where appropriate, rather than always taking a unit-by-unit approach. In this way, learners will be able to see the links between the content of the different units.

There is further guidance on teaching and learning in the support materials.

Resources

ATHE has provided a list of suggested resources for each unit. Please refer to the support materials for each unit on our website by logging into the ATHE portal with your given login details.

Unit Specifications

Unit Format

Each unit in ATHE's suite of level 5 qualifications in Health and Social Care is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

Unit Title

The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

Unit Aims

The unit aims section summarises the content of the unit.

Unit Code

Each unit is assigned a RQF unit code that appears with the unit title on the Register of Regulated Qualifications.

RQF Level

All units and qualifications in the RQF have a level assigned to them which represents the level of achievement. The level of each unit is informed by the RQF level descriptors. The RQF level descriptors are available on the ATHE website.

Credit value

The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

Guided Learning Hours (GLH)

Guided learning hours is an estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.

Total Qualification Time (TQT)

TQT represents the total time required for a learner to complete a qualification.

Learning Outcomes

The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of the learning process.

Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at level 5 you would see words such as analyse and evaluate

Unit Indicative Content

The unit indicative content section provides details of the range of subject material for the programme of learning for the unit.

• 5.17 Facilitating Change in Health and Social Care	
Unit aims	
Unit level	5
Unit code	D/601/1665
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	N/A
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the factors that drive change in health and social care services	1.1 Explain the key factors that drive change in health and social care services 1.2 Assess the challenges that key factors of change brings to health and social care services
2. Be able to evaluate recent changes in health and social care services	2.1 Devise a strategy and criteria for measuring recent changes in health and social care 2.2 Measure the impact of recent changes on health and social care services against set criteria 2.3 Evaluate the overall impact of recent changes in health and social care 2.4 Propose appropriate service responses to recent changes in health and social care services
3. Understand the principles of change management	3.1 Explain the key principles of change management 3.2 Explain how changes in health and social care are planned 3.3 Assess how to monitor recent changes in health and social care services

Indicative Content

1. Understand the factors that drive change in health and social care services

Key factors driving change

These include government policy and legislation, local initiatives and those identified through service need.

Examples include:

- Key pieces of government legislation and regulation including legislative frameworks such as UN Convention on Human Rights, rights of the child etc.
- Identified need in response from service users' feedback or monitoring review strategies
- Health campaigns
- Competition
- Quality issues
- Physical and financial resources available
- Staffing (skills, levels, roles, responsibilities)
- Population factors – age profile, population growth etc.
- Cultural needs
- Technological change

Challenges

- Impact on own provision in embedding practices in compliance with national and/or international legislative frameworks
- Financial and human resource issues
- Resistance to change

- Feasibility of change on health and social care services

2. Be able to evaluate recent changes in health and social care services

Strategies/processes

- Self-evaluation analysis
- SWOT analysis
- Benchmarking
- Quality measurement
- Systems developed within own organisation
- Data and performance indicators (A summary measure aiming to describe a few numbers in detail to enable prediction, comparison and improvements)

Criteria

- Benefit to service user
- Efficiencies
- Increase quality of service
- Market share
- Others which link to the factors driving change

Measurement and evaluation of impact on:

- service users and their families
- service provision
- staff providing the service

Service responses

- Linked to the outcomes of the measurement and evaluation
- Propose changes to service users through different medium of communication.
- Clearly communicate need for change to staff and senior management in order to initiate effective change

3. Understand the principles of change management

Key principles of change management

- Keeping people supportive and engaged in the change process
- Using appropriate and timely communication throughout the whole process
- Implementation of the plan
- Regular monitoring and review of process
- Taking appropriate steps in the light of review issues

Key principles of change management: models and approaches which can include:

- Lewin (1951), Three step Model
- Bullock & Batten (1985), Planned change
- Kotter's Five or Eight (1995) step model
- Beckhard & Harris (1987), change formula
- William Bridges (1991), Managing transition

Planning process

- Clarity about present position and the desired future position (Beckhard & Harris)
- Planning transition between these 2 positions
- Characteristics of good planning

Monitor changes in health and social care services

- Regular review and adaptation from initial planning stage throughout the process
- Feedback
- KPIs and other data analysis

- Achievement against stated aims
- Monitoring over time

• 5.5 Managing Communication	
Unit aims	This unit aims to develop knowledge and understanding of how communication takes place within and between organisations, the potential pitfalls and the benefits of good practice. Using this knowledge, the learners will carry out a review of communication within an organisation.
Unit level	5
Unit code	D/503/7074
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how information and knowledge is communicated within an organisation	1.1 Analyse key information and knowledge requirements for a range of stakeholders within different organisations 1.2 Explain the systems used for communicating key information and knowledge to stakeholders 1.3 Analyse potential barriers to effective workplace communication
2. Understand factors that impact on workplace communication	2.1 Evaluate how communication is influenced by values and cultural factors 2.2 Explain how technology can be used to benefit as well as hinder the communication process 2.3 Explain how policies and procedures can impact on the communication processes
3. Be able to promote effective interpersonal communication	3.1 Evaluate the effectiveness of own communication skills 3.2 Apply theories of interpersonal communication to oneself 3.3 Request feedback from others on own interpersonal communication skills 3.4 Plan own personal development to improve own communication skills, based on feedback from others
4. Be able to review communication within an organisation	4.1 Carry out a communications audit 4.2 Apply theories of organisational communication 4.3 Create a plan to improve workplace communications 4.4 Identify measures to evaluate the success of the plan to improve workplace communications

Indicative Content

1. Key information and knowledge requirements

- Company performance e.g. financial data, sales figures, regional differences
- Staff information e.g. numbers, salaries, appraisal information, training and CPD needs
- Product knowledge e.g. components, how produced
- How to carry out roles, professional knowledge, sources of 'know-how'

- Stakeholders e.g. shareholders, board members, directors, senior managers, operatives

Communication systems

- Meetings, briefings (whole staff, departmental, individual)
- Presentations
- Email
- Newsletters
- email
- Interviews, appraisals
- Literature e.g. manuals, booklets, notices
- Training sessions
- Letters

Potential barriers

- Verbal communication – tone, clarity, active listening and focusing
- Clarity of written message – readability, language, tone
- Technology – poor connections, inappropriate use
- Interpersonal relationships – personal conflict
- Non-verbal communication – body language
- Equality and diversity, pre-judgements, assumptions

2. Values and cultural factors

- Language
- Customs
- 'saving face'

Use of technology

Help

- To reinforce spoken message, to remind, to ensure written record
- To provide additional/visual information e.g. graphs, presentation software/slides
- Speed and efficiency

Hinder

- Inappropriate/overuse of email
- 'Death by PowerPoint'
- Overreliance e.g. instead of face to face, in event of technology failure

Policies and procedures

- Legislation
- Charters
- Codes of practice

3. Effectiveness of own communication skills

- Ability to contribute to meetings
- Use of body language
- Written communication skills
- Use of ICT

Theories of interpersonal communication

- Attribution theory, expectancy value model, uncertainty reduction model, social network theory

Feedback from others

- Written, oral
- Formal, informal

Plan own person development

- SMART Targets
- Oral, written, electronic communication
- At meetings, presentations, etc.
- Formal and informal
- Feedback from colleagues and managers

4. Communications audit

- Communications systems and processes
- Policies and procedures

Theories of organisational communication

- E.g. Attraction –selection-attrition framework, contingency theories, groupthink, social network theory

Improve workplace communications

- Plan – carry out analysis and act on the results
- Consensus
- Survey
- Training
- Feedback

Measures to evaluate

- Improved performance e.g. sales figures
- Increased staff retention e.g. staff turnover
- Increased motivation e.g. productivity

• 5.3 People Management	
Unit aims	In this unit learners develop the knowledge and understanding of what motivates individuals and teams and be able to use this to review people management strategies used in organisations. Learners will gain an understanding of leadership theories, motivational theories, the impact of structure and culture as well as other tools that can be used to empower people in the workplace.
Unit level	5
Unit code	Y/503/7073
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how structure and culture impact on people in organisations	1.1 Explain how organisational structure impacts on people in organisations 1.2 Analyse how organisational culture impacts on people in organisations
2. Understand approaches to managing the differences between individuals that impact on their performance at work	2.1 Explain how personal differences impact on individuals' behaviours at work 2.2 Analyse the management styles needed to deal with differences in behaviours
3. Understand the organisational factors that impact on people performance	3.1 Analyse the effect of leadership styles on individuals and teams 3.2 Explain the benefits of flexible working practices to individuals and organisations 3.3 using motivational theories, assess how the working environment impacts on people performance 3.4 Assess how an organisation's ethical practices impact on motivation levels 3.5 Evaluate how organisations use their corporate social responsibility agenda to motivate employees
4. Understand methods for developing human resources	4.1 Explain how motivation theories can be applied to developing people in organisations 4.2 Explain the different uses of coaching and mentoring in organisations 4.3 Analyse the benefits of training and development to individuals and organisations
5. Be able to review how people are managed within organisations	5.1 Review people management strategies used in an organisation 5.2 Assess the impact on people of management strategies used in organisations 5.2 Recommend strategies to promote high levels of performance

Indicative Content

1. Understand how structure and culture impact on people in organisations

Structure

- Hierarchical
- Flat/tall
- Matrix

- Inverted triangle
- Functional
- Product, market and geographical structures

Culture

- 'The way we do things'
- Assumptions
- Behaviours
- Values
- Codes
- Stories, myths
- Ceremonies and rituals
- Working practices

Impacts

- Power/influence of individuals
- Power/influence of teams
- Leadership power/influence (span of control)
- Communication channels, ease of communication
- Motivation levels
- Creativity
- Confused reporting lines

2. Understand approaches to managing the differences between individuals that impact on their performance at work

Differences in

- Knowledge, skills and experience
- Attitude
- Personality
- Attitude
- Perception
- Opinion
- Culture
- Religion and beliefs
- Management styles to suit different behaviours
- Theory x and theory Y
- Self-fulfilling prophecy
- The Hawthorne studies

3. Understand the organisational factors that impact on people performance

Leadership styles and theories

- Trait theories
- Behavioural approach
- Contingency approach
- autocratic/democratic/laissez faire
- Hersey and Blanchard Situational theory
- Charismatic leadership
- Tannenbaum and Schmidt

Effect of leadership styles on

- Motivation
- Creativity

- Flexibility
- Credibility
- Trust and respect
- Productivity
- Commitment

Benefits of flexible working practices

.. to employees

- Levels of autonomy, empowerment, trust
- Productivity
- Quality of life

.. to organisations

- Motivational
- Productivity
- Need for facilities and systems

Motivational theories

- Hawthorne studies
- Maslow - hierarchy of needs
- Herzberg - hygiene factors and motivators
- Reiss Theory
- Ethical practices
- Scrutiny of suppliers
- Distribution techniques
- Customer relationship management
- Selling practices
- Staff development

Corporate Social Responsibility (CSR) Agenda

- Developing the workforce
- Supporting the community
- Providing work experience placements
- Mentoring and coaching
- Supporting career progression, providing opportunities
- Environmental policy
- Employment practices e.g. disability

4. Understand methods for developing human resources

Developing people

- Empowerment, self-actualisation, theory x

Uses of coaching and mentoring

- Talent pools
- Developing skill and confidence
- Poor performance, disciplinary issues
- Re-engaging in the workforce

Benefits of training and development

Individuals

- Self-actualisation, developing potential

- Increased motivation
- Developing talent
- Promotion
- Enhanced pay

Organisations

- Increased productivity
- Workforce retention
- Enhanced profit
- Legal compliance

5. Be able to review how people are managed within organisations

People management strategies

- Working environment
- Leadership style
- Structure
- Culture
- Staff development opportunities
- Flexible working practices
- Ethical practices
- CSR agenda

Impacts on:

- Individuals,
- Teams
- Performance
- Staff retention
- Employee satisfaction

Strategies for promotion of performance

- Incentives, bonus schemes, incremental rises, improved job satisfaction
- For organisational improvement
- For organisational productivity
- For self-improvement

• 5.4 Research Project	
Unit aims	To formulate a research specification on a chosen topic, implement the research project, evaluate and present the research findings.
Unit level	5
Unit code	K/601/0941
GLH	80
Credit value	20
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to formulate a research specification	1.1 Formulate and record possible research project outline specifications 1.2 Identify the factors that contribute to the process of research project selection 1.3 Undertake a critical review of key references 1.4 Produce a research project specification 1.5 Provide an appropriate plan and procedures for the agreed research specification
2. Be able to implement the research project within agreed procedures and to specification	2.1 Match resources efficiently to the research question or hypothesis 2.2 Undertake the proposed research investigation in accordance with the agreed specification and procedures 2.3 Record and collate relevant data where appropriate
3. Be able to evaluate the research outcomes	3.1 Use appropriate research evaluation techniques 3.2 Interpret and analyse the results in terms of the original research specification 3.3 Make recommendations and justify areas for further consideration
4. Be able to present the research outcomes	4.1 Use an agreed format and appropriate media to present the outcomes of the research to an audience

Indicative Content

1 Understand how to formulate a research specification

- Formulating the research specification:
 - Identifying the purposes of the research; having clarity about the outcomes that will be delivered at the end of the research; rationale for the choice of the research including skills and knowledge to be gained; criteria for choice of research; consideration of ethical issues; methodology for conducting the research e.g. sources of information, primary and secondary; data collection and analysis;

Creating the research project specification:

- clarify and confirm purposes and outcomes of research; statement of the research question; identifying what is to be included in the scope of the research and what is to be excluded

Planning:

- deciding on specific tasks which need to be completed; sequence; duration, time and dates; key milestones; review dates; monitoring and review process

Aspects for consideration:

- nature of the information e.g. qualitative and quantitative or both, validity and reliability; statistical analysis; accessing relevant information; control of variables; resources

2. Be able to implement the research project within agreed procedures and to specification

Implementation:

- according to plan (consideration given to modifying plan in the light of monitoring information); adhering to the scope of the research; retaining focus on the intended purposes and outcomes of the research; monitoring the project including paying attention to resource and time allocation.

Information and control of variables; consideration of the sufficiency of the data and information collected.

Data analysis:

- qualitative and quantitative; identifying trends; using software and statistical tables; comparison of variables; forecasting and extrapolation; graphical interpretation

3. Be able to evaluate the research outcomes

Evaluation of outcomes:

- consider the research question and specification in the light of data analysed; review the successes and difficulties encountered in the project for example delivering the purposes and outcomes of the project, effectiveness of the planning, the methods used, the volume, validity and usefulness of the data; reaching conclusions.

Recommendations and future consideration:

- significance and implications of the conclusions reached; application of the findings; limitations of and improvements to the research; developing recommendations including possible areas for future research or the processes used for conducting the research.

4. Be able to present the research outcomes

Format and media: consideration of possible formats linked to the target audience; professional delivery of research; use of appropriate media

• 5.19 Leading Practice in Health and Social Care	
Units aims	To be an effective in leadership in health and social care requires a need to supervise and manage provision and lead and support others through workforce provision. This unit will develop student's skills and knowledge in the role of a Manager and leader in developing strategies to provide quality provision in health and social care. This unit is suitable for those higher level managers who work with autonomy working in healthcare, social care, children's services etc.
Unit level	5
Unit code	K/503/7191
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Students should research and develop their own role in leadership and management in health and social care provision through a systematic review of the development of systems, policies and practices and management of others within area of health and social care practice. Students will focus on a specific project and lead and manage teams in developing project in line with current legislative frameworks. The unit requires practical application of management skills and should be assessed around a current work role.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of own role in leading practice and provision in health and social care	1.1 Critically analyse methods and styles of leadership and their advantages and disadvantages in health and social care provision. 1.2. Evaluate own role and responsibilities leading practice in health and social care provision in relation to theoretical models. 1.3 Assess current skills and competencies against own role and organisational requirements 1.4 Develop plans that identify opportunities to meet current and future needs
2. Be able to develop strategies for leading and managing in an area of health or social care provision.	2.1 Evaluate current legislative, statutory and non-statutory frameworks and their applicability to health and social care provision generally 2.2 Analyse organisational policies and procedures for compliance with legislative, statutory and non-statutory frameworks in own area 2.3 Identify areas for change/adaptation and develop plans to improve policies and procedures where deficient in own area
3. Be able to lead and manage a projects or practice and provision within health and social care.	3.1 Critically analyse the component stages of a project 3.2 Design a project plan in line with identified needs and/or improvements 3.3 Identify and justify appropriate resources for project 3.4 Develop a monitoring and reviewing strategy for the project that assesses impact on provision and others

<p>4. Be able to lead and develop others in area of health or social care</p>	<p>4.1. Critically evaluate the role of the leader in promoting and communicating organisational vision to others</p> <p>4.2. Evaluate the theoretical concepts behind fostering team working environments in a leadership role</p> <p>4.3 Analyse the importance of developing a team that promotes professionalism and mutual trust and respect</p> <p>4.4 Discuss how the leader supports and develops team members in continual professional development</p>
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Indicative Content

1. Methods and Styles of Leadership

Including Theoretical models, can include transformational leadership, autocratic leadership, Handy's four types, Situational leadership, Tannenbaum & Schmit leadership continuum, Reddin's 3D style model

Role and Responsibilities

- Identify own role and responsibilities
- Relate to current theoretical management models
 - Styles of leadership
 - Evidence based practice
 - Comparison to observed and perceived styles of leadership
 - Advantages and disadvantages of leadership models and styles as they apply to health and social care provision.

Current skills & Competencies

- Identify key aspects of own work role
- Organisational requirements including national legislative regulatory frameworks; local policy and in house organisational frameworks.

Opportunities for current and future needs:

- Formal training needs based on own CPD requirements
- Training needs based on feedback from relevant others.
 - Relevant others to include colleagues, managers and other leaders, outside professionals etc.

Development of SMART and SMARTER targets

2. Legislative, statutory & non statutory frameworks

- National Legislative and statutory frameworks for example
 - Ofsted
 - Care Standards for care, care homes
 - Common Core
 - Acts of parliament to include: Children's Act 2004, Childcare Act 2006, Disability and Equality Act 2010, Health and Safety legislation
- Local Authority frameworks could include:
 - Compliance frameworks
 - Safeguarding policies

Organisational Systems for Compliance

- Requirements of regulatory organisations including Ofsted, Care Quality Commission etc.

- Consider relationships and information sharing between Local Authority and own organisation where applicable
- Interpretation and application of prescribed documentation by local authority where applicable
- Effectiveness of organisational policies and procedures (policies can include Health and Safety; Equal Opportunities, Confidentiality, Safeguarding, partnership with parents, families and carers; suitability of staff)

Proposals for Change/Adaptation

- Includes: planning for innovative ideas; changes required by governing bodies such as Ofsted, CQC etc. Planning emanating from feedback, training, ideas from colleagues and other sources.
- Planning should include detailed justification based on evidence based practice and theory or other justification
- Use of prescribed planning tools such as SMART targets and hierarchy of needs

3. Component stages

- Identifying and prioritising needs through Needs Analysis
- Assessment of risk factors
- Development of Business Plan
- Resources including human resources and competencies
- Existing frameworks including legislative guidelines and restrictions
- Feasibility
- Time frame
- Use of MoSCoW Prioritisation; Elbeik & Thomas's successful project requirements, Gantt chart etc., Design of Project Plan
- Can include: Development of Business plan which includes purpose and reasons for project; business objectives; advantages and disadvantages of project; benefits; costing and financial implications; risk and mitigation; communication strategy and impact on service users.

Resources

- Human resources such as team members, outside agencies and other professionals including parents, carers and families.
- Physical resources such as immediate environment, other venues, tools, activities etc.,

Monitoring and Reviewing

- On-going monitoring using techniques appropriate to area of provision
- Evaluation of activity through feedback from work colleagues and service users
- Evaluation of outcomes and over time through observations
- Feedback from parents, families, carers and outside professionals

4. Promoting and communicating organisation vision

- Responsibilities of leader and position of power
- Identification of organisational vision including policies procedures such as appraisal systems; induction; health and safety; recruitment; overall aims of organisation
- Methods of communication so they are accessible to all levels of team members

Theoretical concepts

- Team building including Belbin's Team Roles
- Group formation and dynamics including Taylorism; Fayol
- Motivational theories (Hawthorne)

Professionalism and culture of trust and respect

- Methods of promoting professionalism through team including modelling, training, promoting good practice, incentives
- Effective communication strategies including conflict resolution
- Behaviour management strategies and training
- Working as part of team and valuing knowledge and skills of individuals

Reflection and continual professional development

- Reflective practice techniques
- Systems of appraisal formal and informal
- In house training and modelling good practice
- Identification of training needs
- Promoting and rewarding good practice

• 5.11 Working with Multi-Disciplinary Teams	
Unit aims	
Unit level	5
Unit code	M/503/7189
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignments according to awarding organisation guidance.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to build and maintain working relationships with professionals from other disciplines	1.1 Analyse roles and responsibilities of key professionals from other disciplines relevant to a specific job role 1.2 Analyse skills and techniques required to build cross- disciplinary working relationships
2. Understand how to build and lead multi-disciplinary teams to achieve integrated service delivery for stakeholders	2.1 Evaluate the strengths and weaknesses of multi-disciplinary teams for integrated service delivery 2.2 Analyse the skills required to build, motivate and lead multi-disciplinary teams 2.3 Explain how to lead multi-disciplinary teams effectively for integrated service delivery
3. Understand how to overcome barriers to multi-disciplinary working	3.1 Identify barriers to multi-disciplinary working and analyse why these may occur 3.2 Evaluate the impact of barriers on stakeholders and service delivery 3.3 Evaluate ways to overcome and monitor barriers to multi-disciplinary team working
4. Understand how to communicate with team members from other disciplines and with stakeholders	4.1 Analyse practical communication issues related to multi-disciplinary team working 4.2 Explain how to communicate effectively in multi-disciplinary teams 4.3 Explain how to promote equal opportunities in service delivery by multi-disciplinary teams 4.4 Explain how to engage stakeholders with multi-disciplinary teams

Indicative Content

1. Understand how to build and maintain working relationships with professionals from other disciplines

Key working relationships

Multi-disciplinary relationships

- Multi-agency relationships
- Stakeholder relationships
- Key professionals in relation to a specific job role

Building and maintaining relationships

- Empathy with other key team members and stakeholders
- Conflict management skills
- Relationship building

- Communication skills
- Respect of professional boundaries
- Understanding limits of own role and roles of others
- Maintaining communication – to include types of
- Sharing information

Confidentiality issues – to include Data protection and safeguarding

2. Understand how to build and lead multi-disciplinary teams to achieve integrated service delivery for stakeholders

Strengths and weaknesses

- Definition of multidisciplinary teams
- Integrated service delivery – what it means
- Strengths e.g. range of skills available; co-ordinated service for service users; efficiency and effectiveness, accessibility
- Weaknesses e.g. compromise may be required; integration may be difficult; different agencies/disciplines may have different objectives
- Integrated service delivery – what it means

Team building, leading and motivating

- Team building skills
- Communication skills
- Group dynamics
- Analysing roles and responsibilities
- Analysing different skill sets of team members
- Negotiation and mediation
- Motivating teams and individuals
- Setting team objectives
- Finding complementary procedures and perspectives
- Finding opportunities to learn about one another
- Harnessing common motivation to meet stakeholder needs
- Developing professional understanding –to include reflection and cpd
- Creating vision

Leading multi-disciplinary teams

- Group dynamics
- Setting roles and responsibilities
- Providing direction and setting team objectives
- Finding complementary procedures and perspectives
- Finding opportunities to learn about one another
- Harnessing common motivation to meet stakeholder needs

3. Understand how to overcome barriers to multi-disciplinary working

Barriers

- Analysing barriers and their relative importance
- Barriers e.g. different working practices; different objectives; lack of suitable accommodation; lack of resources; professional codes of practice specific to individuals; attitudes of team members; ineffective communication; professional hierarchies; stereotypes.

Impact of barriers

- Lack of coherency of services
- Conflicts of interest
- Lack of focus on key objectives

- Stakeholder needs not met
- Safeguarding and Health and Safety issues
- Confidentiality breaches
- Ways of evaluating impacts

Overcoming barriers

- Developing common focus
- Taking responsibility
- Focussing on stakeholder needs
- Dealing with professional difference and conflict
- Developing common ways of working
- Developing lines of communication
- Respecting professional skills and boundaries
- Feedback and reflection

4. Understand how to communicate with team members from other disciplines and with stakeholders

Practical issues

- Different terminologies and terms of reference
- Separate work locations and few opportunities to meet
- Different reporting lines
- Issues of confidentiality
- Record keeping - may be different organisations, different documentation, different procedures
- Data protection issues

Effective communication

- Developing common terminology and terms of reference
- Establishing a common structure and approach to communication
- Sharing information and good practice
- Overcoming professional differences
- Using different methods of communication effectively
- Managing team meetings

Equal opportunities

- Identification of relevant stakeholders
- Establishing a two way communication process
- Impact of equal opportunities legislation
- Working with different policies and attitudes
- Ensuring common access and service for all stakeholders
- Following recognised Codes of Practice

Stakeholder engagement

- Presenting a common front to stakeholders
- Establishing contact points for stakeholders
- Supporting stakeholders to communicate their needs
- Ensuring stakeholders understand roles and responsibilities of teams and team members
- Involving stakeholders in decision making

• 5.12 Management of Safeguarding for Health and Social Care	
Unit aims	
Unit level	5
Unit code	Y/503/7168
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	Learners should research legislation, regulations and policy relating to safeguarding in a specific health or social care context.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand issues relating to safeguarding in health and social care	1.1 Analyse vulnerable groups in health and social care 1.2 Analyse issues relating to safeguarding of these groups 1.3 Explain the aims of safeguarding for one specific health and social care context
2. Understand the impact of legislation relating to safeguarding in a specific health and social care context	2.1 Analyse the legislation and/or regulation that applies in relation to safeguarding in a specific health and social care context 2.2 Analyse the roles and responsibilities for safeguarding in the chosen health and social care context 2.3 Evaluate the impact of legislation relating to safeguarding on the work of those in the chosen health and social care context
3. Be able to review and develop safeguarding policies for a specific health and social care context	3.1 Assess safeguarding policies for a specific health and social care context 3.2 Review inquiries and serious cases in a specific health and social care context and identify where policy improvements could be made 3.3 Analyse the different organisations involved in safeguarding in a specific health and social care context 3.4 Identify and develop the policies and procedures required in a specific health and social care context
4. Understand how to support the implementation of safeguarding policies and procedures	4.1 Explain how to support the implementation of safeguarding policies and procedures in a health and social care setting 4.2 Evaluate the importance of mentoring staff to overcome any safeguarding issues
5. Understand how to promote and implement policies in ways that support the service user	5.1 Evaluate the impact of a person centred approach on policies and procedures in a specific health and social care context 5.2 Assess how policies can be promoted in ways that support safeguarding and well-being

Indicative Content

1. Understand issues relating to safeguarding in health and social care

Vulnerable groups

- Adults with learning difficulties, dementia or other cognitive difficulties
- Adults with physical vulnerability – disabled, frail, elderly etc.
- Children and young people

Issues

- Responsibility of health and social care services
- Safeguarding issues: physical security, emotional security, financial security etc.
- Financial constraints.
- Involvement of multi-agencies.
- Legal requirements

Aims

- To keep individuals physically, mentally and emotionally safe

Contexts could be - adult care, child care, care of disabled, nursing care

2. Understand the impact of legislation relating to safeguarding in a specific health and social care context

Legislation and regulation

- Legislation and regulation relating to chosen area e.g. children and young people, vulnerable adults
- Human rights legislation e.g. in Europe Human Rights Act
- Industry standards and guidelines

Roles and responsibilities

- Researching roles and responsibilities
- Analysing the different roles in chosen area of health and social care
- Safeguarding issues that may arise in relation to specific roles
- Responsibilities of different roles in relation to safeguarding

Impact of legislation

- The way legislation and regulation effects how individuals carry out their job role
- Developing criteria to aid the evaluation

3. Be able to review and develop safeguarding policies for a specific health and social care context

Policies

- Purpose and aims of policies
- How policies are developed and used
- Review of sample policies

Inquiries and serious cases

- Examples of inquiries and serious cases e.g. in childcare Victoria Climbié case
- Policy issues related to cases
- Improvements to policy resulting from inquiry or serious cases.

Organisations

- Range of organisations involved in health and social care context
- Responsibilities of different organisations
- Need for co-operation and co-ordination
- Issues that can arise because of different responsibilities

Policies and procedures required

- Areas where policies and procedures are required
- Writing policies and procedures
- Developing policy

4. Understand how to support the implementation of safeguarding policies and procedures

Supporting implementation

- Planning
- Identification of named responsibilities
- Communication
- Training
- Monitoring and review systems leading to continuous improvement
- Feedback, data analysis

Mentoring

- Explanation of mentoring and the role
- Identifying mentoring and training needs
- Issues that can arise
- Comparison with other ways of supporting staff in overcoming safeguarding issues.

5. Understand how to promote and implement policies in ways that support the service user

Impact of person centred approach

- Definition of person-centred approach
- Impact on implementation of policies and procedures e.g. may not always be possible to apply policies in practice where they impinge on the rights or needs of service users

Promoting safeguarding and well-being

- The wider context - how safeguarding links with general well-being and other areas of health and care e.g. the 5 areas of well-being for children in UK (Be Healthy, Stay Safe, Enjoy and Achieve, make a positive contribution, Achieve economic well-being)
- How to overcome issues – flexible approach to implementation, judgement about the timing of implementation

• 4.6 Corporate Social Responsibility	
Unit aims	To develop an understanding of CSR issues and impacts of CSR policy.
Unit level	4
Unit code	A/503/7082
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will be required to demonstrate evidence of understanding corporate social responsibility (CSR) issues and the impact of CSR policies on stakeholders of organisations. They will make recommendations for responsible business practice.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current corporate social responsibility issues facing business	1.1 Define corporate social responsibility (CSR) 1.2 Describe background and changing attitudes to CSR 1.3 Describe the regulatory framework for (CSR) 1.4 Explain environmental issues in (CSR) 1.5 Explain economic and political issues in (CSR) 1.6 Explain social and community issues in (CSR)
2. Understand the impact of corporate social responsibility policy on different stakeholders	2.1 Assess the benefits of CSR to employees 2.2 Analyse the impact of CSR on the supply chain 2.4 Explain how a CSR policy impacts on business performance 2.5 Explain how CSR impacts on marketing strategy 2.6 Assess the potential conflicts which may arise between the needs and expectations of different stakeholders
3. Be able to make recommendations for responsible business practice	3.1 Review the CSR policy of a specific business 3.2 Assess the extent of voluntarism in CSR policy 3.3 Recommend changes to CSR policy to benefit different stakeholders 3.4 Assess the potential impact of changes in CSR on business performance

Indicative Content

1. Understand current corporate social responsibility issues facing business

Definitions

- Behaving responsibly
- Contributing to a better society
- Integrating social and environmental concerns in business
- The Triple Bottom Line – people, planet and profit

Regulatory frameworks

- ISO 26000 Social responsibility – voluntary guidance
- Environmental protection
- Health and safety legislation
- Human rights legislation
- Compliance with employment legislation

Environmental issues

- Recycling policies
- Sustainability

- Use of packaging
- Logistics of delivery, congestion
- Use of scarce resources
- Pollution
- Carbon footprint

Economic and political issues

- Location of suppliers
- Supporting local business
- Supporting developing countries
- Fair trade
- Non acceptance of global agreements e.g. Kyoto

Social and community issues

- Employing socially disadvantaged and disabled people
- Sponsorship
- Encouraging education and training volunteering

2. Understand the impact of corporate social responsibility policy on different stakeholders

Benefits to employees

- Improved working conditions
- Lack of discrimination
- Compliance with legislation
- Whistleblowing policy

Impacts on supply chain

- Ethics in production
- Responsible sourcing
- Reduced transport costs
- Reduced carbon footprint
- Use of technology in supply chain management

Impacts on business performance

- Improved sales
- Improved profits
- Conflicts of interest between stakeholders
- Competitive edge

Impacts on marketing strategy

- Ethical policies
- Brand differentiation
- Recognition of different cultures
- Cause related marketing campaigns
- Conflicts
- Customers willingness to pay more for ethical products
- Shareholders return on investment
- Increased costs

3. Be able to make recommendations for responsible business practice

Examples of businesses

- Manufacturing

- Financial services
- Hospitality
- Retail
- Not for profit

Voluntarism

- Response to pressure groups
- Effectiveness of voluntary practice

Changes to CSR policy

- Adapting business practice
- Ethical leadership
- Ethics in production and sales
- Engaging in corporate philanthropy
- Codes of conduct
- Environmental reporting

Different stakeholders

- Customers
- Shareholders
- Owners
- Suppliers
- Local communities

Impact of changes

- Enhanced public image
- Increased sales/profits
- Risk management
- Competitive edge improved recruitment and retention of staff

• 4.2 Resource Management	
Unit aims	
Unit level	4
Unit code	F/503/7083
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the key features of resource management	1.1 Analyse the differing resource requirements of organisations in different sectors of the economy 1.2 Outline key requirements relevant to resource management in organisations in different sectors of the economy
2. Understand the importance of the effective use of physical resources	2.2 Evaluate how the use of physical resources is monitored and managed 2.1 Evaluate the impact of resource wastage 2.3 Assess the costs of high profile technological failures 2.4 Assess the business case for the use of ethical and sustainable resources
3. Understand how to maximise the effectiveness of human resources	3.1 Assess the need for human resource planning in the workplace 3.2 Using motivational theories, analyse what motivates people 3.3 Evaluate the methods used to monitor and improve employee performance 3.4 Assess the effectiveness of reward systems in different contexts
4. Be able to review the effective use of resources	4.1 Monitor the use of physical resources against performance measures and procedures 4.2 Analyse data on employee performance 4.3 Report on the effective use of human and physical resources 4.4 Make recommendations to improve efficiency

Indicative Content

1. Understand the key features of resource management

Organisations

- Primary e.g. mining,
- Secondary e.g. Manufacturing, electronics, engineering
- Tertiary e.g. service industries e.g. tourism, finance, catering

Resource requirements

- Raw materials
- Equipment
- Human resources/know how
- Technology
- Facilities
- Time

Requirements

- Compliance with legislation , codes of practice

- Health and Safety e.g. hazardous substances
- Environmental e.g. disposal, impact on environment,
- Employment e.g. diversity and inclusion, health and safety at work
- Storage facilities
- Waste/recycling systems
- Specialist training
- Management information systems

2. Understand the importance of the effective use of physical resources

Monitoring and management of physical resources

- Buying and ordering systems
- Schedules
- Preferred suppliers
- Just-in-time management
- Stock control systems

Impact of resource wastage

- Financial costs, reduced profits
- Need for disposal of excess/out of date stock
- Poor image e.g. public outcry at waste
- Goods not delivered/manufactured/supplied
- Loss of customer base
- Delays in production

Technological failures, for example

- NHS computer system
- Fire service control centre system
- MOD procurement system

The business case

- Business profile/image
- Marketing advantage, competitor advantage
- Ethical and sustainable reasons

3. Understand how to maximise the effectiveness of human resources

Motivational theories

- Herzberg
- McGregor
- Maslow
- Expectancy Theory

Human resource planning

- Respond to change – in the organisation, to external factors
- Staff turnover
- Forecasting HR requirements
- Responding to employment trends
- At micro level – to organise staff e.g. terms of employment, staff rota's, holidays

Monitoring and improving employee performance

- Key performance indicators (KPIs)
- Appraisals

- Statistics e.g. sales figures
- Targets
- Customer feedback
- Training – internal and external

Reward systems

- Performance related pay
- Bonuses
- Advancement/promotion
- Status
- Share options

4. Be able to review the effective use of resources

Physical resources -performance measures

- Budget restraints
- Statistics e.g. sales figures
- Performance against targets
- Customer feedback, levels of positive and negative feedback/complaints, levels of returns
- Repeat sales
- Targets
- Key performance indicators (KPIs)

Data on employee performance

- Statistics e.g. sales figures
- Performance against targets
- Customer feedback, levels of positive and negative feedback/complaints, levels of returns
- Repeat sales

Report

- Written report or oral report

Recommendations

- Physical resources
- Human resources

• 4.18 Management of Activity Provision	
Unit aims	The unit develops student's knowledge of activity provision in health or social care and how it is managed. In many healthcare or social care situations, the evidence of positive physical and psychological benefits of activity provision to service users has been demonstrated. Situations include convalescence, care for those with learning difficulties, dementia care, child care and related fields. This course is suitable for anyone working in health and social care management with service users who may benefit from the structured provision of activities.
Unit level	4
Unit code	H/503/7190
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Students should research a specific area of interest within health or social care and plan activity provision for their chosen area. They should also evaluate activity provision within a specific health or social care situation.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of activity provision in health and social care	1.1 Explain the purpose and types of activity provision in health and social care 1.2 Analyse areas where activity provision might be beneficial 1.3 Analyse the benefits of activity provision in a specific area of health or social care 1.4 Analyse the roles of professionals that may help to support activity provision
2. Be able to plan activity provision for a specific area of health or social care	2.1 Develop objectives and goals for activity provision in a specific area of health and social care 2.2 Justify the types of activity provision that may be beneficial in a specific care situation 2.3 Develop a plan for activity provision in a specific care situation
3. Be able to identify resources required for activity provision and understand how to obtain them	3.1 Analyse resources required to meet the needs of activity provision planning 3.2 Explain how resources might be obtained to support activity provision
4. Be able to evaluate activity provision	4.1 Analyse methods of evaluating activity provision on an on-going basis 4.2 Explain use of benchmarking in activity provision 4.3 Carry out an evaluation exercise on activity provision in a specific area of health or social care

Indicative Content

1. Understand the importance of activity provision in health and social care Activity provision

- Importance
- What it is – everyday activities; occupations, tasks and activities; therapeutic nature of activity; social, physical, intellectual
- Evidence based practice

Areas where beneficial

Dementia care

- Improving physical/mental ability
- Improving emotional ability

- Improving social skills

Benefits

- Physical
- Emotional
- Social
- Intellectual
- Evidence from research papers etc.

Professionals

- Occupational therapists
- Exercise professionals
- Counsellors
- Care workers

Subject experts e.g. Art, crafts, dance etc.

2. Be able to plan activity provision for a specific area of health or social care

Objectives and goals

- Setting realistic objectives in context of service offered, service user needs and abilities, resources available
- Requirements of specific area chosen

Types of activity – will depend on area chosen but should include:

- Social activities
- Physical activities
- Intellectual/Mental activities
- Individual/group activities
- Domestic, life skills, work and leisure activities
- Should consider interests and needs of service users

Planning considerations

- Environments
- Accessibility
- Cost
- Needs of service users
- Skills and abilities of team/staff
- Health and safety
- Safeguarding

3. Be able to identify resources required for activity provision and understand how to obtain them

Resources

- Physical
- Financial
- Human

Obtaining resources

- Making a case for resources
- Where to access resources
- Resources already available
- Limits of own authority
- Barriers to activity provision – e.g. staff time, cost
- Overcoming barriers

- Working with other professionals

4. Be able to evaluate activity provision

Evaluation

- Measuring benefits
- Engaging staff and stakeholders in evaluation
- Changing plans in response to evaluations
- Matching to aims and objectives
- Recording evaluations

Benchmarking

- Using benchmarking
- Identifying standards/other services for comparison
- Types of benchmarking, quality standards and best practice

Carrying out evaluation

- Researching an area of activity provision in a specific health and social care context of own choosing
- Designing information collection

• 4.9 Finance for Managers	
Unit aims	To introduce learners to practical accounting and financial techniques that are useful to managers in business organisations.
Unit level	4
Unit code	M/503/7080
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the requirements and techniques for financial recording and reporting	1.1 Explain the purpose and requirement for keeping financial records 1.2 Analyse techniques for recording financial information in a business organisation 1.3 Analyse the legal and organisational requirements financial reporting 1.4 Evaluate the usefulness of financial statements to stakeholders
2. Understand how working capital can be effectively managed	2.1 Analyse components of working capital 2.2 Explain how business organisations can effectively manage working capital
3. Understand management accounting techniques	3.1 Explain the difference between management and financial accounting 3.2 Explain the budgetary control process 3.3 Calculate and interpret variances from budget 3.4 Evaluate the use of different costing methods for pricing purposes
4. Understand how to evaluate business projects	4.1 Demonstrate the main methods of project appraisal. 4.2 Evaluate methods of project appraisal 4.3 Explain how finance might be obtained for a business project

Indicative Content

1. Understand the requirements and techniques for financial recording and reporting

Purpose and requirement for financial records

- Legal requirements
- Tax requirements
- Internal control requirements

Financial recording

- Double entry bookkeeping (overview only)
- Day books and ledgers
- The trial balance
- Manual and computerised systems

Requirements for financial reporting

- Financial reporting requirements for sole traders, partnerships, limited companies and public limited companies.
- The financial statements (overview – not required to prepare accounts) – statement of financial position, statement of income, cash flow statement, notes to accounts.
- Users/stakeholders
- Usefulness of financial statements

2. Understand how working capital can be effectively managed

Working capital components

- Bank and cash balances
- Debtors
- Creditors
- Stock

Management of working capital

- Working capital ratios – calculation and evaluation

Ways to manage working capital – payment and collection cycles, stock control, overdrafts etc.

3. Understand management accounting techniques

Management and financial accounts

- Users
- Outputs – information required by managers
- Monthly/quarterly accounts
- Useful ratios

Budgetary control

- Purpose and content of budgets
- Cash flow forecasts
- Budgetary control process
- Importance of budgets for management
- Zero based budgeting, incremental budgeting
- Advantages and disadvantages of budgets

Variances

- Flexing the budget
- Calculating variances
- Explaining variances – financial and non-financial factors
- Reconciliation of budgeted to actual profit
- Advantages and disadvantages of variance analysis

Costing and pricing

- Classifying costs – direct/indirect, fixed/variable
- Calculating unit cost
- Dealing with overheads – full absorption costing and overview of other costing methods
- Pricing – cost plus, marginal cost, price takers etc.
- Breakeven – calculation and explanation Marginal costing

4. Understand how to evaluate business projects

Project appraisal methods

- Accounting rate of return

- Payback
- Net present value
- Internal rate of return

Evaluation

- Strengths and weaknesses of each method
- Non-financial factors – organisational goals and vision, time factors etc.
- Organisational preference

Obtaining project finance

- Sources of finance – internal and external
- Making a case for finance
- Providing assurances and project projections

• **4.10 Planning a New Business Venture**

Unit aims	The aim of the unit is to develop business planning skills. These skills can be applied to either a small micro enterprise or a new venture within an existing company. To use these skills effectively learners will need to develop an understanding of business types and those factors that determine the success or otherwise of any new venture, including research of the market, how to develop the business case and how to pitch it.	
Unit level	4	
Unit code	R/503/7072	
GLH	60	
Credit value	15	
Unit grading structure	Pass	
Assessment guidance	Assignments in accordance with awarding organisation guidance.	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the different types of business organisations	1.1 Analyse the potential benefits, limitations and risks associated with different types of business organisations 1.2 Analyse sources of finance for different types of business organisations 1.3 Evaluate the legal considerations relevant to planning a business venture	
2. Understand factors that determine market potential	2.1 Analyse market conditions that impact on setting up a new business venture 2.2 Analyse gaps in the market for potential products 2.3 Analyse target markets for a business venture	
3. Be able to develop a business case	3.1 Develop the mission, vision, aims and objectives of the business 3.2 Interpret external factors to justify need for your business product 3.3 Specify the business product to meet needs 3.3 Propose business structures and systems that will deliver business aims and objectives 3.4 Produce business planning forecasts based on targets 3.5 Identify business responses if targets not met	
4. Be able to pitch a business proposal	4.1 Pitch for funding for a business proposal 4.2 Present documentation to support your pitch	

Indicative Content

1. Understand the different types of business organisations

Business types' e.g. sole trader, partnerships, companies – unlimited and limited, PLC

- Potential benefits – ownership, control, managing risk
- Potential limitations – growth, image, operations, finance
- Potential risks – unlimited liability, loss of control e.g. to shareholders, closure, bankruptcy/insolvency

Types of business organisations

- Sole trader - Personal finance, savings, profit
- Partnership – profits,
- Unlimited company - Personal finance, savings, profit
- Limited company – profits, share, floating

- PLC – shares, reissues

Sources of finance

- Savings, loans, profit, share capital, floatation, private equity

Legal considerations

- Health and safety
- Environmental
- Employment and redundancy
- Contract
- insurance

2. Understand factors that determine market potential

Market conditions

- PEST (Political, Economic, Social/Ethical, Technical)
- Competitor analysis e.g. characteristics and strategies of the competition
- estimating the market size

Gaps

- For the new products or services
- Emerging trends e.g. due to aging population, as a result of new technology
- Changing requirements

Target markets

- Socioeconomic
- Age
- Gender
- Occupation
- Sources of finance
- Special factors
- Personality indicators
- Geographical

3. Be able to develop a business case

Develop vision/aims and objectives (in relation to....)

- Market conditions
- Target market
- Market gaps

External factors

- PEST (political, economic, social, technological)
- Gap analysis
- Market conditions

Specify

- The product e.g. details, dimensions, purpose, longevity, target market, international or national market, pricing, distribution and marketing

Business structures and systems

- Organisational structure
- Resource management systems
- Communication and customer service

- Technology requirements/systems

Forecasts

- Financial forecasts
- Physical forecasts
- Sales forecasts
- Short and longer term

Business responses

- Use of contingency funds
- Closure
- Insolvency and bankruptcy
- New markets
- More funding

4. Be able to pitch a business proposal

Pitch

- Present persuasive case
- Provide supporting documentation

Present documentation

- Vision and aims
- Needs and target market
- Business systems
- Forecasts

• **6.11 Managing Stakeholder Engagement**

Unit aims	The aim of the unit is to enable the learner to develop the knowledge and understanding required to engage with stakeholders and to learn how to manage stakeholders in projects and organisations.	
Unit level	6	
Unit code	D/503/5213	
GLH	40	
Credit value	10	
Unit grading structure	Pass	
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners must demonstrate an understanding of the critical role of stakeholders in projects and organisations. Learners will need to exemplify their work from research and from their own experience as a stakeholder in employment, as a learner and a consumer.	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Be able to analyse key stakeholders	1.1 Analyse stakeholders and their needs and expectations for either an organisation or project 1.2 Evaluate and map stakeholder relationships 1.3 Assess the importance of stakeholder engagement	
2. Understand how to build an effective stakeholder engagement strategy to implement policy	2.1 Analyse methods to engage stakeholders to validate the implementation of policies. 2.2 Develop a communications strategy to effectively engage with stakeholders	
3. Understand how to build and maintain stakeholder relationships	3.1 Explain how to build and maintain relationships with stakeholders 3.2 Analyse issues that may affect stakeholder relationships 3.3 Analyse potential conflict situations and possible resolution 3.4 Assess the importance of monitoring and reviewing stakeholder engagement	
4. Understand how to engage with the stakeholder groups	4.1 Analyse methods to elicit stakeholder views on policy and other issues 4.2 Analyse how to gain stakeholder validation and agreement for policies and plans	

Indicative Content

1. Be able to analyse key stakeholders

Analysis

- The concept of stakeholder and underpinning principles, Determinants of key stakeholders for a project, process or organisation, Range of stakeholders e.g. internal and external stakeholders; other organisations, individuals (depending on organisation - patients, service users, customers), groups (interest groups, user groups, pressure groups etc.), Statutory requirements to involve specific stakeholders, Industry guidance on stakeholder involvement, change ineffective, lack of support for service, products etc.

Mapping and evaluation

- Stakeholder maps, grids, matrices, RACI analysis – Responsible, Accountable, Consulted, Informed, Stakeholder roles

Importance

- Reasons to involve stakeholders – statutory, guidance, support for change

Implications of not engaging effectively with stakeholders

2. Understand how to build an effective stakeholder engagement strategy to implement policy

Ways to engage

- Establishment of long-term stakeholder groups, establishment of specific 'action' groups, role of communications and marketing specialists, ensuring comprehensive representation, equality and diversity issues, reaching 'hard to reach' groups and individuals

Communications strategies

- Methods of communication with stakeholders – face to face (meetings, presentations, focus groups, interviews); telephone (interviews, using questionnaires); electronic (email, social networking, websites etc.); written (questionnaires, reports), Managing communications – in-house (is contact with organisational representatives important?); outside specialists (is, independence/ neutrality important?), Identifying suitable communications methods for specific stakeholder groups

3. Understand how to build and maintain stakeholder relationships

Building relationships

- Valuing stakeholders and making stakeholders feel valued, appropriate methods and timings of contact, maintaining contact – methods and importance, managing stakeholder expectations
- Monitoring and review
Importance of monitoring and reviewing stakeholder engagement e.g. to ensure still engaged with process, to gain continued support, to engage with new stakeholders that emerge., How to obtain feedback e.g. interviews, questionnaires, focus groups, reviews of policy, Importance of acting on feedback – re-engaging stakeholders where necessary, changing policies/strategies for engagement

Issues

- Political and legal issues, Economic and social issues, Equality and diversity, Resource issues, Barriers to engagement – physical (location or spread of stakeholder group); non-physical (attitudes, disengagement, cultural, social)

Conflict

- Conflicts that may arise e.g. between organisation goals and stakeholder expectations; between stakeholders; between resource availability and resource needs, Resolution of conflicts – dealing with conflicts on an individual and group level

4. Understand how to engage with the stakeholder groups

Methods of engagement

- Determining outputs required from engagement – opinions, ideas, agreement etc.

Choosing suitable methods

- Methods and how to use them – meetings, presentations, focus groups, interviews, electronic methods, telephone methods, written methods
- Assigning responsibility and accountability, Recording and analysing results
- Reporting and taking account of results

Agreement

- Importance and relevance of stakeholder agreement e.g. is it required?
- How to elicit agreement or validation e.g. showing how issues and concerns have been dealt with, sign off., Negotiation skills

6.10 Leading Organisational Equality and Diversity	
Unit aims	The aim of this unit is to enable the learner to develop an understanding of the importance of managing equality and diversity within the organisation and to understand how to lead the approach to equality and diversity within an organisation.
Unit level	6
Unit code	K/503/5120
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. In order to achieve this unit the learner will need to demonstrate a full understanding of the importance of managing equality and diversity in organisations. The learners will need to apply their knowledge and understanding to specific organisations and this may be in the UK or in a selected country.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of effectively managing equality and diversity.	1.1 Analyse the legal requirements relating to equality within the organisation and in the organisation's relationships with others 1.2 Evaluate the implications of guidance and codes of practice relating to equality and diversity in specific industry sectors 1.3 Analyse the implications of equality and diversity for the organisation 1.4 Analyse the needs and expectations of stakeholders in relation to an organisation's policy on equality and diversity
2. Understand the dynamics of leading and managing equality and diversity in an organisation	2.1 Determine how to gain commitment to equality and diversity within an organisation 2.2 Analyse policies and procedures that need to be in place to promote equality and diversity 2.3 Evaluate methods of communicating commitment, policies and procedures to relevant organisational stakeholders 2.4 Assess how to address equality and diversity issues 2.5 Analyse methods to review and monitor equality and diversity 2.6 Determine how to reach diverse stakeholder groups

Indicative Content

1. Understand the importance of effectively managing equality and diversity.

Legislation

- Definitions – equality, equality of opportunity, diversity, equality of opportunity, different types of discrimination (direct, indirect etc.), Equality legislation (UK, EU, the international picture), Human rights legislation, Coverage of, legislation – employees, customers, stakeholders,

Industry requirements e.g. public sector, Conflicts e.g. between law and religious or cultural beliefs

Codes of practice and guidance

- Status of guidance and codes of practice i.e. voluntary, required, Industry standards or requirements e.g. public sector requirements

Benefits

- Benefits of equality and diversity in workforce, Benefits of equality and diversity in stakeholder/customer base

Needs

- Needs and expectations of those inside the organisation, Needs and expectations of those outside the organisation

Fairness and justice

- Impact of prejudice and discrimination on groups and individuals

2. Understand the dynamics of leading and managing equality and diversity in an organisation

Commitment

- Creating a language and culture of commitment, how the behaviour, actions and words of those within the organisation support commitment to equality and diversity, Importance of showing respect, leading by example

Policies and procedures

- Policies and procedures for legal compliance, policies and procedures to meet organisational aims and commitment, writing equality and diversity policies, how to ensure procedures help to meet policy

Communication

- Importance of communicating commitment, policies and procedures, training staff, raising awareness of staff and stakeholders
- Ensuring suppliers are aware of commitment, policies and procedures e.g. website designers, printers consider accessibility issues in terms of language, size of text; Facilities management consider suitability of premises access and use etc.
- Addressing equality and diversity issues

Identifying issues e.g. individual prejudices or discrimination, organisational discrimination, addressing language, actions and behaviour that does not support equality and diversity, dealing with conflicts (between individuals, between law and organisational aims, between law/organisation aims and religious or cultural issues), changing policies to address identified issues, using disciplinary action with employees if required

<ul style="list-style-type: none"> 6.12 Managing Finance in the Public Sector 	
Unit aims	To provide the skills and techniques to analyse and control finance in a public sector environment. To explain accountability for public sector finance.
Unit level	6
Unit code	F/503/5219
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Where possible real case studies and financial information should be used.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand accountability in the context of public sector finance	1.1 Analyse the different organisations in the public sector 1.2 Assess the accountability of public sector managers in relation to finance 1.3 Analyse financial information reported for different public sector organisations
2. Understand how to use financial information for decision-making and control	2.1 Analyse the financial information available and evaluate its use for decision-making and control 2.2 Assess areas to be monitored and demonstrate how this can be achieved 2.3 Analyse different types of financial decisions to be made and demonstrate techniques to support decision-making
3. Understand how to manage a public sector tender process	3.1 Determine process by which projects are put out to tender 3.2 Analyse how public sector tenders are evaluated and suitable suppliers selected

Indicative Content

1. Understand accountability in the context of public sector finance

The Public Sector

- Understand what the public sector is and difference to private sector
- Different public sector organisations and their structure in the UK, including local councils, Police Authorities, QUANGOS, Government Agencies, NHS Trusts , International Examples

Accountability

- Need for accountability – stakeholders including electorate, users, and effective use of taxes paid, how accountability is achieved – audit, financial reporting, legislation, policies, procedures, equality issues, role of the electorate in accountability, value for money and measures and indicators used to assess effective use of finance

Information reported

- Sources of Public Sector Income e.g. taxes, grants, reported financial and non-financial performance indicators, published reports for different organisations, other external reports – e.g. Care Quality Commission, Audit Commission, reports from Houses of Parliament

2. Understand how to use financial information for decision-making and control

Management accounting information

- Setting of budgets, Costing and budgeting information, Management accounts
- Information on proposed expenditure, Capital Projects including PFI, Problems of Annual Financial Cycle

Monitoring

- The budgetary process, Monitoring variance from budget, Monitoring expenditure (capital and revenue) , Monitoring the different revenue collection streams, Review by politicians – local and national

Financial decision making

- Role of Central Government and Funding, Information available and required for decision making, Indicators to meet organisational aims or given targets
- Non-financial factors in public sector decision making, Capital Projects and Investment appraisal techniques (use to evaluate large items of expenditure)
- Ratio analysis, Cost Benefit Analysis

3. Understand how to manage a public sector tender process

Tender process

Political Issues, Parameters for putting projects out to tender including Government and International/EU requirements, Using previously approved suppliers, process for approval of suppliers, Process for putting projects out to tender and where to find them, Importance of fair process including equality issues, Case Studies e.g. Thames link railway contract

Evaluation of tenders

Setting criteria to evaluate tenders, Guidelines and parameters to be applied e.g. value for money guidelines, Requirements in terms of contractor suitability e.g. financial stability, Monitoring and recording of evaluation process, Feedback to unsuccessful suppliers, Case studies e.g. MOD contract

• **5.1 Manage Sustainability in an Organisation**

Unit aims	To develop the knowledge, skills and techniques to be able to identify sustainability issues within an organisation and to put in place suitable management systems for legal compliance and corporate responsibility purposes.
Unit level	5
Unit code	F/503/5348
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners should carry out a sustainable development 'audit' on an organisation they work for or know and make recommendations for improvements. The exercise could also be carried out in the college environment or as a case study exercise.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the issues relating to sustainability of an organisation	1.1 Examine the principles of sustainable development 1.2 Analyse current issues in relation to sustainability 1.3 Assess key sustainability issues affecting a specific organisation
2. Be able to apply legislation, regulations and guidance on sustainability to organisations	2.1 Analyse legislation, regulations and guidance on sustainable development issues 2.2 Evaluate the relevance of legislation, regulations and guidance to the sustainability of a specific organisation 2.3 Explain the application of sustainable development legislation, regulations and guidance on a specific organisation
3. Be able to 'audit' the sustainability of an organisation	3.1 Research the specific areas for improvement in relation to sustainability 3.2 Analyse and report the findings of research on sustainability 3.3 Recommend improvements to sustainability
4. Understand how to establish environmental management systems for organisations	4.1 Determine appropriate environmental management standards for an organisation 4.2 Analyse environmental management standards to assess how they can be applied to an organisation 4.3 Design an environmental management system for an organisation 4.4 Explain how an environmental management system could be implemented within the organisation

Indicative Content

1. Understand the issues relating to sustainability of an organisation

Principles of sustainable development

- Concepts of sustainable development (Brundtland Report, Agenda 21); corporate social responsibility and role of stakeholders; development of ideas around sustainable development; global and local issues; relationship to organisations; global organisations and interest – UN Earth summits etc.

Current issues

- Current focus of sustainability agenda, Agenda 21 issues; examples of issues: climate change, fair trade, community issues, carbon footprints, carbon trading; how issues relate to and affect organisations, codes of practice

Specific businesses

- Business activities and implications for sustainability; benefits to stakeholders; areas of relevance for specific businesses – global and local issues affecting and affected by business activities; examples of areas: carbon footprint, waste and water usage, use of natural resources, pollution, fair trade, organic farming, community issues, child labour issues; an understanding of environmental legislation – national and international; Act Local, Think Global idea; related costs e.g. taxation, cost of water use, cost of waste; importance to business of sustainability in relation to cost, social attitudes, compliance with law

2. Be able to apply legislation, regulations and guidance on sustainability to organisations

Legislation, regulations and guidance

- UK, European and/or international legislation (relevant to learner context); areas of legislation and guidance e.g. carbon use, pollution, water use; planning issues; source of guidance and regulation – industry bodies, local authorities, government, organisations (e.g. soil association, climate change bodies); influence of pressure groups, social attitudes, moral issues; environmental management standards; impact of legislation, guidance and regulation on business; corporate social responsibility

Relevance and application

- Relevance of legislation to specific businesses – industry, national, international regulation affecting businesses; impacts in terms of operations and costs

3. Be able to 'audit' the sustainability of an organisation

Research

- Carrying out a sustainability 'audit' for an organisation to identify areas of relevance; ensuring compliance with legislation, regulation, codes of practice etc.; how sustainability can be improved – actions and policies to improve sustainability of business activities; example areas: water, waste, supply of materials and goods, use of natural resources, sales policies, transport, management of land and facilities, fair trade issues

Reporting

- Report formats, making recommendations and indicating benefits, considering costs to the organisation

4. Understand how to establish environmental management systems for organisations

Environmental management standards

- Appropriate standards e.g. ISO14000/14001, importance of standards, impact of standards, health and safety issues

Application of standards

- Buy-in from senior management and stakeholders, practical implications of applying standards, relevance to specific operations

Environmental management systems

- Systems design and implementation, reporting mechanisms to stakeholders

• 5.18 Managing Quality in Health and Social Care	
Unit aims	
Unit level	5
Unit code	K/601/1670
GLH	60
Credit value	15
Unit grading Structure	Pass
Assessment guidance	N/A
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand differing perspectives of quality in relation to health and social care services	1.1 Explain perspectives that stakeholders in health and social care have regarding quality 1.2 Analyse the role of external agencies in setting standards 1.3 Assess the impact of poor service quality on health and social care stakeholders
2. Understand strategies for achieving quality in health and social care services	2.1 Explain the standards that exist in health and social care for measuring quality 2.2 Evaluate different approaches to implementing quality systems 2.3 Analyse potential barriers to delivery of quality health and social care services
3. Be able to evaluate systems, policies and procedures in health and social care services	3.1 Evaluate the effectiveness of systems, policies and procedures used in a health and social care setting in achieving quality in the service(s) offered 3.2 Analyse other factors that influence the achievement of quality in the health and social care service 3.3 Suggest ways in which the health and social care service could improve its quality
4. Understand methodologies for evaluating health and social care service quality	4.1 Evaluate methods for evaluating health and social care service quality with regard to external and internal perspectives 4.2 Discuss the impact that involving users of services in the evaluation process has on service quality

Indicative Content

1. Understand differing perspectives of quality in relation to health and social care services

Stakeholders

- Inspection bodies (at organisational and external level)
- Staff
- Service users and their relatives and carers
- Care professionals and their managers.

Perspectives on quality

- Perspectives of external bodies e.g. inspection bodies; staff; service users and the organisation
- Quality standards and quality measurement
- Quality control and quality assurance

External agencies responsible for setting standards in own country. In the UK agencies should include:

- Care Quality Commission
- National Institute for Clinical Excellence (NICE)
- Social Care Institute for Excellence (SCIE)
- Health Service Commissioners
- Local authorities
- Charities e.g. Age UK

Impact of poor service

- Service user needs not met,
- Compliance issues
- Targets not met
- Risks to health safety and welfare of service users
- Risks to staff

2. Understand strategies for achieving quality in health and social care services Standards

- Standards set by service e.g. service standards, charters etc.
- Government/national targets
- External standards, regulation and compliance
- Legislation
- Codes of practice
- Industry/sector benchmarks
- Measures of performance
- Internal standards including policy and procedural operations

Implementation

- Setting targets
- Planning, monitoring, reviewing and amending
- Resources required to implement quality
- Continuous quality improvement
- Quality and management systems
- ISO 9001 and similar standards
- Total quality management

Barriers

- Inter-agency working
- Legislation and policy
- Constraints on resources (human, environmental and financial)
- Organisational structures and cultures
- Staff performance

3. Be able to evaluate systems, policies and procedures in health and social care services

Evaluating quality systems and procedures

- Monitoring and review of quality systems and policies
- Quality and compliance audits
- Quality control systems
- Quality champions
- Quality circles

Influencing factors

- Legislation
- Standards and guidelines

- Availability of resources
- Training of staff
- Culture and structure

Suggestions for improvement

- Setting high customer service standards
- Person centred care planning
- Empowering service users
- Empowering staff
- Training staff
- Valuing staff
- Communities of practice (knowledge transfer)

4. Understand methodologies for evaluating health and social care service quality

Methods of evaluation

- Informal service user feedback on quality - individual feedback from service users to staff
- Formal feedback: questionnaires, focus groups, interviews
- Feedback from staff
- Review of complaints
- Surveys by external agencies
- Observational evidence
- SERVQUAL – quality measurement tool
- Benchmarking

Impact of service user involvement

- Involvement of service users promoting confidence and trust in service
- Empowerment of service users
- Better understanding and ability to respond effectively to service user needs

• 4.24 Empowering Users of Health and Social Care Services	
Unit aims	
Unit level	4
Unit code	D/601/1598
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	N/A
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how the design and review of services promotes and maximises the rights of users of health and social care services	1.1 Explain how current legislation and sector skills standards influence organisational policies and practices for promoting and maximising the rights of users of health and social care services 1.2 Analyse factors that may affect the achievement of promoting and maximising the rights of users of health and social care services 1.3 Analyse how communication between care workers and individuals contribute to promoting and maximising the rights of users of health and social care services
2. Understand how to promote the participation and independence of users of health and social care services	2.1 Explain factors that may contribute to loss of independence, non-participation and social exclusion for vulnerable people 2.2 Analyse how organisational systems and processes are managed to promote participation and independence of users of health and social care services 2.3 Analyse the tensions that arise when balancing the rights of the individual to independence and choice against the care provider's duty to protect
3. Understand the responsibility of managing and monitoring risks in health and social care settings	3.1 Use a case study from a health or social care setting to identify the extent to which individuals are at risk of harm 3.2 Analyse the effectiveness of policies, procedures and managerial approach within a health or social care setting for promoting the management of risks
4. Understand how good practice in the administration of medication is essential for users of health and social care services	4.1 Review current legislation, codes of practice and policy that apply to the handling of medication 4.2 Evaluate the effectiveness of policies and procedures within a health and social care setting for administering medication

Indicative Content

1. Understand how the design and review of services promotes and maximises the rights of users of health and social care services

Current legislation includes those pieces of legislation that govern the way in which areas of health and social care are organised and managed in own country. Legislation can be national and/or local governance (interpretive) Examples should include:

- Legislation from own country governing Health and Social Care provision and practice covering:
 - Mental Health
 - Health and social care regulations
 - Care standards
 - Data protection
 - Disability discrimination
 - Equal opportunities and Inclusion

- Examples of UK Legislation:
 - Health & Social Care Act 2008(Regulated Activities) Regulations 2010)
 - Health & Social Care Bill 2011
 - Personal Care at Home Act 2010
 - Health Act 2009
 - Mental Health Act 2007
 - Care Standards Act 2000
 - Data Protection Act 1998
 - Disability Discrimination Act 1995
 - Children Act (1989, 2004) including associated Acts and regulations governing children in Care

Sector skills standards – any skills or guidance issued by the sector to guide how individual rights are promoted within health and social care.

Factors affecting achievement in promoting the rights of users should include:

- Discrimination
- Situations of positional power of service providers
- Interpretations and miscommunications
- Finance
- Physical resourcing (human resources; equipment; facilities)
- Feasibility relating to health and safety issues

In considering how communication between care workers and individuals can contribute to promoting and maximising the rights of users. Learners should consider:

- Types and forms of communication (verbal and non-verbal)
- Knowledge and expertise of care worker
- Multi agency working
- Giving service users a voice and taking concerns seriously
- Accuracy and timeliness of communication

2. Understand how to promote the participation and independence of users of health and social care services

Factors contributing to loss of independence, non-participation and social exclusion should include:

- Dependence due to illness/disability
- Choice
- Constraint of rights
- Health and Safety
- Race, religion, culture, language
- Mental and emotional wellbeing
- Isolation (environmental)
- Behaviours and attitudes of carers and service users
- Access

Management of systems and processes to promote independence, participation and inclusion should include:

- Policy in own country (health and safety, equal opportunities, safeguarding, administration of medication, registration regulations (QCC)).
- Internal processes (daily routines, activities and resources provided by the organisation that promote independence and participation).
- Continual professional development (CPD)
- Monitoring and reviewing strategies

Individuals in health and social care settings have rights which include:

- The right to be treated politely and with dignity
- The right to privacy
- The right to deal with your own finances
- The right to eat food and worship according to own religion
- The right to choose the food that you eat
- The right to complain
- The right to independence

Tensions arise when service users are unable to meet the needs of individuals due to various factors. To balance the rights and needs of individuals including:

- The service user needs and rights as balanced against statutory legislative frameworks
- Risk assessment
- Physical ability of service user
- Resistance and resentment
- Balancing rights and needs with policy such as Health and Safety

3. Understand the responsibility of managing and monitoring risks in health and social care settings

A Case study is a detailed description that concentrates on one thing, looking at it in detail. A case study could focus on a service user in a health and social care setting and how the setting meets the needs of the individual and how it protects the individual from risk of harm (includes abuse and neglect as well as failure to protect individuals)

Policies and procedures and managerial approach should include examples of the types of policy and procedures adopted by the organisation (health and safety, risk assessments, safeguarding) and how management ensure compliance throughout the organisation by both service providers and users.

4. Understand how good practice in the administration of medication is essential for users of health and social care services

Legislation and Codes of practice are those that regulate the way in which medication is stored and handled in health and social care settings. To include the following or equivalent (where applicable) in own country:

- Misuse of Drugs Act (1971),
- Misuse of Drugs Regulations (2001)
- National Minimum Standards for Care Homes for Adults (18-65) DoH 2003
- Care Homes Regulations 2001

The Administration and Control of Medicines in Care Homes and

- Children's Services (RPSGB) 2003

- The Safe Management of Controlled Drugs in Care Homes CSCI. Professional Guidance 2008

Evaluating effectiveness should include consideration of:

- The level of acceptable and unacceptable risk
- Assessment of risks
- Procedures in line with local policy in organisation
- Leadership style
- Whistleblowing
- Recording and monitoring
- Storage and checks

• 4.25 Health and Safety in the Health and Social Care Workplace	
Unit aims	
Unit level	4
Unit code	K/601/1569
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	N/A
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how health and safety legislation is implemented in the health and social care workplace	1.1 Review systems, policies and procedures for communicating information on health and safety in the health and social care workplace in accordance with legislative requirements 1.2 Assess the responsibilities in a specific health and social care workplace for the management of health and safety in relation to organisational structures 1.3 Analyse health and safety priorities appropriate for a specific health and social care workplace
2. Understand the ways in which health and safety requirements impact on customers and the work of practitioners in the health and social care workplace	2.1 Analyse how information from risk assessments informs care planning for individuals and organisational decision-making about policies and procedures 2.2 Analyse the impact of one aspect of health and safety policy on health and social care practice and its customers 2.3 Discuss how dilemmas encountered in relation to implementing systems and policies for health, safety and security may be addressed 2.4 Analyse the effect of non-compliance with health and safety legislation in a health and social care workplace
3. Understand the monitoring and review of health and safety in the health and social care workplace	3.1 Explain how health and safety policies and practices are monitored and review 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 Evaluate own contributions to placing the health and safety needs of individuals at the centre of practice

Indicative Content

1. Understand how health and safety legislation is implemented in the health and social care workplace

Basic health and safety concepts

- Hazards and risks
- Concept of minimising risk
- Responsibility and liability
- Accident prevention and protection from harm

Legislation – Current legislation in force in own country. For example, Relevant legislation in UK includes:

- Health and Safety at Work Act 1974, and secondary legislation enshrined under the 1974 Act including:
- Health and Safety (First Aid) Regulations 1981
- Management of Health and Safety Regulations 1999
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995,
- Control of Substances Hazardous to Health (COSHH) 2004 (as amended)
- Manual Handling Operations Regulations 1992,
- Food Safety Act 1990
- Workplace (Health, Safety and Welfare) Regulations 1992
- Personal Protective Equipment at Work Regulations 1992
- Electricity at Work Regulations 1989
- Food Safety (General Food Hygiene) Regulations 1995

Other legislation in the UK or equivalent in own country should include:

- Health and Social Care Act 2008
- Care Standards Act 2000
- Mental Health Act 2007
- Disability & Equality Act 2010
- Children Act 2004
- Childcare Act 2006

Systems, policies and procedures

- Health and safety management systems and standards
- Health and safety policies and application
- Health and safety procedures – implementation, responsibility and training
- Compliance with legislation and guidelines
- Record keeping
- Auditing, reviewing and monitoring systems

Responsibilities

- Who has responsibility – employers, employees, appointed officers, individuals, carers, others having access to service users and provision
- Responsibilities e.g. following procedures, working safely, training of staff, provision of safety equipment, ensuring compliance with new legislative requirements, safety of workplace, visitor safety

Priorities in specific workplaces to consider

- Safety of staff
- Safety of service users
- Safety of visitors

2. Understand the ways in which health and safety requirements impact on customers and the work of practitioners in the health and social care workplace

Concept of risk assessment

- Requirement for risk assessment
- Identifying potential hazards and risks e.g. infection, fire, trips and falls, food risks etc.
- Identifying who might be harmed and how
- Implement and monitor controls
- Record risk assessment
- Review and update

Risk assessment and care planning

- Assessing risks for individuals

- Meeting health and safety needs
- Acceptable risk/ risk-benefit analysis

Impact

- How needs are met within policy
- How policy affects care service
- Implications of not managing health and safety: risk of harm and/or illness; legal implications; failure to meet needs

Dilemmas

- Determining and taking responsibility
- Balancing risk against benefits
- Resistance of service users, carers and others in compliance
- Being over/under-protective of service users
- Providing adequate resources to meet health and safety needs
- Identifying health and safety priorities

3. Understand the monitoring and review of health and safety in the health and social care workplace

Monitoring and review

- On-going monitoring of risks and controls
- Reviewing and auditing risks and controls
- Making adjustments to systems, policies and procedures as a response to review
- Record keeping

Positive, healthy and safe culture

- Support of policies by all levels of management
- Training and compliance of staff throughout organisation
- Regular review and updating of policies and training
- Promotion of health and safety at all levels

Individual contribution

- Understanding limits of own responsibility
- Taking responsibility
- Ensuring own and other's health and safety in accordance with organisational policy and procedure.
- Reporting potential hazards and identified issues

• 5.7 Employability Skills	
Unit aims	
Unit level	5
Unit code	A/601/0992
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	N/A
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to determine own responsibilities and performance	1.1 Develop a set of own responsibilities and performance objectives 1.2 Evaluate own effectiveness against defined objectives 1.3 Make recommendations for improvement 1.4 Review how motivational techniques can be used to improve quality of performance
2. Be able to develop interpersonal and transferable skills	2.1 Develop solutions to work-based problems 2.1 Communicate in a variety of styles and appropriate manner at various levels 2.3 Identify effective time-management strategies
3. Understand the dynamics of working with others	3.1 Explain the roles people play in a team and how they can work together to achieve shared goals 3.2 Analyse team dynamics 3.3 Suggest alternative ways to complete tasks and achieve team goals
4. Be able to develop strategies for problem solving	4.1 Evaluate tools and methods for developing solutions to problems 4.2 Develop an appropriate strategy for resolving a particular problem 4.3 Evaluate the potential impact on the business of implementing the strategy

Indicative Content

1. Be able to determine own responsibilities and performance

Own responsibilities and performance objectives

- Personal responsibilities: Direct and indirect positive relationships, internal and external communication, adaptability and flexibility, open to learning and development, communication and interpersonal relationships
- Professional responsibilities: business ethics, employment legislation, employment rights and responsibilities, problem solving, decision making
- Performance objectives: Career and professional planning (short, medium and long term planning), targets e.g. for improvement and promotion

Evaluate effectiveness

- monitoring performance objectives: planning, self-reflection, asking for feedback
- Self-appraisal and staff appraisal: including uses of performance appraisals salary levels and bonus payments, promotion strengths and weaknesses, training needs, organisational criteria/data

Recommendations for improvement

- Recommendations: including leadership and management development, further and continuing training, communication and interpersonal relationships, time management, stress management, ability to prioritise
- Based on self-knowledge and feedback from others: including staff, management

Motivation and performance

- Motivational techniques: including empowering, incentivising, praise, rewarding, promoting, improving facilities (Herzberg's hygiene factors)
- Application of motivational techniques: including team briefing, appraisal, spending money, empowering
- Quality of performance: including increased productivity, self-motivation and job satisfaction

2. Be able to develop interpersonal and transferable skills

Solutions to workplace problems

- Training: refreshing skills and techniques, development training (CPD),
- Team building: improving staff relations and communication
- Use of professional expertise: external contractors, technical, financial, trouble-shooting expertise
- Additional recruitment: staff, management
- Re-organisation - change of staff and management structure
- Problem solving, problem analysis, researching and information gathering of changes and issues in the workplace, acting on the information, generating solutions, choosing a solution

Communicate in a variety of styles and appropriate manner

- Verbal and non-verbal: open and positive, formal and informal, responsive and pro-active
- Body language: awareness and use of body language
- IT and social media: Email, Skype, Facebook, Twitter, Asynchronous methods
- Situations: Meetings e.g. management, team briefings and meetings, customer/consumer facing
- Appropriate manner: Interpersonal skills including personal effectiveness, working with others, use of initiative, negotiating skills, assertiveness skills, social skills

Time management strategies

- Strategies: Prioritising workload, setting work objectives, making and keeping appointments, working steadily rather than erratically, not procrastinating, making time for learning, reliable estimate of task time, work-life balance, delegation, communication of workload issues to others

3. Understand the dynamics of working with others

Working with others to achieve shared goals

- Roles within a team: Leader, motivator, facilitator, organiser, challenger, co-operator, optimist, pessimist
- Situations: informal and formal settings, team/group purpose,

Team dynamics

- Dynamics: positive, negative, easy going, friendly, challenging, conflicting, supportive, management style (e.g. authoritative, consultative, laissez faire), impact on team/levels of motivation

Alternative ways

Changes to: action planning; monitoring and feedback, coaching skills used, ethics, leadership styles, standards set, motivation techniques used, innovation and innovating styles, responsiveness, styles of communication reliability, consistency, procedures used selection of team members e.g. specialist roles, skill and style/approach mixes, identification of team/work group roles, stages in team development e.g. team building, identity, loyalty, commitment to shared beliefs

4. Be able to develop strategies for problem solving

Tools and methods for developing solutions

- Identification of the problem: definition of the problem, analysis and clarification
- Tools and methods: use of evaluative data and documentation, problem solving methods and tools, verbal and non-verbal information gathering, observation, interviews, focus groups,

Strategies for resolving problems

- Strategies: Identification of the problem: definition of the problem, analysis and clarification, solution methodologies, selection of appropriate actions including, timescales, stages, resources required, contingencies and risk management, assessment of various alternative outcomes to gain a solution

Potential impact on the business of implementing strategies

- Evaluation: based on critical success factors, measurement of solution against specification and desired outcomes, sustainability of problem solving strategy

Impact: Success or failure e.g. changes to production, growth, innovation, employee/employer satisfaction/motivation, changes to processes and procedures

• 5.9 Personal and Professional Development	
Unit aims	
Unit level	5
Unit code	T/601/0943
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	N/A
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how self-managed learning can enhance lifelong development	1.1 Evaluate approaches to self-managed learning 1.2 Propose ways in which lifelong learning in personal and professional contexts could be encouraged 1.3 Evaluate the benefits of self-managed learning to the individual and organisation
2. Be able to take responsibility for own personal and professional development	2.1 Evaluate own current skills and competencies against professional standards and organisational objectives 2.2 Identify own development needs and the activities required to meet them 2.3 Identify development opportunities to meet current and future defined needs 2.4 Devise a personal and professional development plan based on identified needs
3. Be able to implement and continually review own personal and professional development plan	3.1 Discuss the processes and activities required to implement the development plan 3.2 Undertake and document development activities as planned 3.3 Reflect critically on own learning against original aims and objectives set in the development plan 3.4 Update the development plan based on feedback and evaluation
4. Be able to demonstrate acquired interpersonal and transferable skills	4.1 Select solutions to work-based problems 4.2 Communicate in a variety of styles and appropriate manner at various levels 4.3 Evaluate and use effective time management strategies

Indicative Content

1. Understand how self-managed learning can enhance lifelong development

Self-managed and lifelong learning

- Approaches to learning continuing professional development e.g. off-site training, on-the-job training, mentoring and coaching, research based learning, team learning, and professional networks.
- Learning theory - Kolb learning cycle; learning styles analysis
- Managing learning - Identifying and setting learning goals and aims; planning how to achieve these, setting timescales and review points.

- Industry learning – specific qualifications, training, apprenticeships etc. required and available for specific job roles and where to find information.

How lifelong learning might be encouraged

- Explanation of the benefits, incentives such as promotion, time off work to study, payment of fees
- Organisational culture where learning is valued, encouraged and facilitated
- Availability and ease of access, credit accumulation

Benefits of self-managed learning

- Benefits to self – self-confidence, career progression, personal development- improvement in knowledge, understanding and skill.
- Benefits to organisation – delivering business results more effectively and efficiently e.g. skilled employees, meets succession planning needs, satisfied employees, staff retention, attracting new employees.

2. Be able to take responsibility for own personal and professional development

Skills auditing

- Personal profile
- Identifying skills and attributes – personal skills, industry and job skills, management and leadership skills etc.
- Matching skills and attributes to industry/current job/desired job role, including identification of skill gaps

Personal development needs and activities required to meet them

- Development needs and opportunities available –training available, learning programmes and activities
- Mentoring, coaching
- Career progression, secondments, job swops.

Personal development plan

- Setting aims and objectives for a personal development plan, for example identifying the purposes of the development and the goals
- Setting timescales for achievement, monitoring progress with achieving goals
- Action plans

3. Be able to implement and continually review own personal and professional development plan

Implementing development plans

- Time planning/ planning learning sessions
- Consideration of what forms of training/learning are available and appropriate e.g. short course, distance learning, blended learning, full-time or part-time study
- Organising and undertaking activities
- Availability of funding
- Practical issues – time away from work etc.
- Study skills – note taking, self-assessment

Documenting progress

- Evidence – suitable evidence of formal, informal, on-the-job learning
- Portfolio building: how to build a portfolio; meeting evidence requirements; CVs; transcripts.

Reviewing and updating development plans

- Reviewing and evaluating achievements against aims and objectives and timescales
- Reflective learning, reflective diaries

- Obtaining and using feedback
- Evidence of achievements
- Reviewing and amending learning plans
- Building in review dates
- Setting criteria for measuring achievement – for formal and informal development activities

4. Be able to demonstrate acquired interpersonal and transferable skills

Problem identification and solution selection

- Problem identification e.g. relationships with colleagues, line manager, difficulties with aspects of role, interaction with other departments, time management, conflict resolution
- Problem solving
- Taking time to properly understand the problem and clarifying your thinking
- Decision making
- Initiative and taking control of a problem
- Acting within boundaries of own authority

Communication

- Verbal communication skills – speaking skills, discussion skills, presentation skills
- Non-verbal communication – body language, gestures, expressions etc. Using and reading non-verbal signs.
- Written communication skills appropriate to the media used e.g. formal reports, emails
- Effective listening skills
- Negotiation skills
- Working effectively with others – team building, discussions, social skills

Time management

- Prioritising work - distinguishing between urgent and important. Taking account of who asks for the work to be completed.
- Taking account of availability of others
- Taking account of resources required
- Setting work objectives
- Meeting objectives - estimating times for tasks, using time effectively including planning when particular activities need to be worked on
- Sharing workloads, delegating tasks