

THE Level 4 Certificate in Management for Health and Social Care

600/4431/7

ATHE Level 4 Diploma in Management for Health and Social Care

600/4436/6

ATHE Level 4 Extended Diploma in Management for Health and Social Care

600/4435/4

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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, education, 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.

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 learning that is 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 4 in this Specification

This document provides key information on ATHE's suite of Level 4 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 4 Extended Diploma in Management for Health and Social Care	600/4435/4
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ATHE Level 4 Diploma in Management for Health and Social Care	600/4436/6
ATHE Level 4 Certificate in Management for Health and Social Care	600/4431/7

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 4. 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 one of following:

- a GCE Advanced level profile with achievement in 2 or more subjects supported by 5 or more GCSEs at grades C and above or grades 4-9
- other related level 3 subjects
- an Access to Higher Education Certificate delivered by an approved further education institute and validated by an Access Validating Agency
- 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 4. 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

Introduction to ATHE's Level 4 Qualifications in Management for Health and Social Care

Our qualifications in Management at Level 4 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 learning and the development of skills for those planning to or working in a management role. 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 the workplace.

Our suite of qualifications is designed to provide:

- maximum flexibility with different sized level 4 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 knowledge, understanding and key skills needed to work in a management role with a mandatory unit and a choice of options.

Diploma

Our Diplomas allow learners to develop a wider range of knowledge, understanding and key skills they need to work in a management role with a number of mandatory units together with a choice of options. Learners will be able to choose optional units that meet their specific development and progression needs.

Support and Recognition

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

National Occupational Standards

The ATHE Level 4 qualifications in Management provide much of the underpinning knowledge and understanding for the National Occupational Standards in Management and Leadership.

Progression

On successful completion of a Level 4 qualification in Management 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 level 5 qualification such as the ATHE Extended Diploma for Management for Health and Social Care or the ATHE Extended Diploma in Business and Management

Recognition of Prior Learning (RPL)

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 for part of the qualification which has not been formally assessed and accredited. The ATHE RPL Policy is provided on the website and centres should contact ATHE to discuss the requirements for RPL, where this is necessary.

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 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. The rules of combination for the unendorsed qualifications and the pathway specific qualifications are given below.

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

ATHE Level 4 Extended Diploma in Management for Health and Social Care

The ATHE Level 4 Extended Diploma in Management for Health and Social Care is a 120-credit qualification.

Rules of combination

Learners must achieve the 3 Mandatory Units equalling 45 credits and a minimum of 5 Units from the Optional Units giving a total of 120 credits.

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				
F/503/7164	Health and Social Care in Context	4	15	60
H/503/7156	Communication Skills for Health and Social Care Management	4	15	60
T/503/7078	People in Organisations	4	15	60
Optional Units				
<i>Learners must complete a further 5 or more units from the list below to achieve a minimum of 120 credits for the Diploma. The number of units selected will depend upon the size of the units.</i>				
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
J/503/7084	Administrative Services	4	15	60
K/503/7076	Planning a Work Based Team Project	4	15	60
L/503/7166	Safeguarding Children and Young People	4	5	20
M/503/7080	Finance For Managers	4	15	60
R/503/7167	Safeguarding Adults	4	5	20
F/503/5348	Manage Sustainability in an Organisation	5	15	60
M/503/7189	Working with Multi-disciplinary Teams	5	15	60
R/503/7072	Planning a New Business Venture	4	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
A/601/1639	Contemporary Issues in Health and Social Care	5	15	60
T/503/4455	Study Skills	4	10	24
M/503/7192	Management of Health and Social Care Provision	4	15	60
F/503/7245	Equality and Diversity in Health and Social Care	4	10	40
Barred units				
Safeguarding Children and Young People (L/503/7166), Safeguarding Adults (R/503/7167)				

ATHE Level 4 Diploma in Management for Health and Social Care

The ATHE Level 4 Diploma in Management is a 60-credit qualification.

Rules of combination

Learners must achieve all mandatory units and one optional unit.

The Total Qualification Time is 600 Hours

The Total Guided Learning Hours is 360

The Total Credit value is 60

Unit Codes	Unit Title	Level	Credit	GLH
	Mandatory Units			
F/503/7164	Health and Social Care in Context	4	15	60
H/503/7156	Communication Skills for Health & Social Care Management	4	15	60
T/503/7078	People in Organisations	4	15	60
	Optional Units			
	<i>Learners must complete one or more units from the list below to achieve a minimum of 60 credits for the Diploma. The number of units to be completed will depend upon the size of the units selected.</i>			
H/503/7190	Management of Activity Provision	4	15	60
L/503/7166	Safeguarding Children and Young People	4	5	20
R/503/7167	Safeguarding Adults	4	5	20
A/503/7082	Corporate Social Responsibility	4	15	60
F/503/7083	Resource Management	4	15	60
K/503/7076	Planning a Work Based Team Project	4	15	60
M/503/7080	Finance For Managers	4	15	60
R/503/7072	Planning a New Business Venture	4	15	60
F/503/5348	Manage Sustainability in an Organisation	5	15	60
M/503/7189	Working with Multi-disciplinary Teams	5	15	60
J/503/7084	Administrative Services	4	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/601/1639	Contemporary Issues in Health and Social Care	5	15	60
A/601/0992	Employability Skills	5	15	60
T/601/0943	Personal and Professional Development	5	15	60
T/503/4455	Study Skills	4	10	24
F/503/7245	Equality and Diversity in Health and Social Care	4	10	40

ATHE Level 4 Certificate in Management for Health and Social Care

The ATHE Level 4 Certificate in Management for Health and Social Care is a 30-credit qualification.

Rules of combination

Learners must complete one mandatory unit and one optional unit

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			
F/503/7164	Health and Social Care in Context	4	15	60
	Optional			
H/503/7156	Communication Skills for Health & Social Care Management	4	15	60
T/503/7078	People in Organisations	4	15	60

Guidance on 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. There are no externally set written examinations attached to any unit. However, learners taking the Level 4 Extended Diploma in Management for Health and Social care will be required to complete a research project.

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 make a decision about whether a learner has met the required standard. Our grading system is simple 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 criteria 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 & Social Care at Level 4

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 4 qualifications 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 4 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.

4.17 Health and Social Care in Context	
Unit aims	To develop an understanding of a health and/or social care area in which students would like to work. Learners will develop their understanding in order to critically evaluate the impact of legislative frameworks in the context of local practice.
Unit level	4
Unit code	F/503/7164
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will need to demonstrate achievement of the LOs at the standards specified by the AC. Learner work should include a detailed study of one area of Health and/or Social Care
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the structural organisation of a chosen health and/or social care area	1.1 Analyse organisational structures within the chosen area 1.2 Evaluate the roles and responsibilities of agencies external to the chosen area that advise and influence it 1.3 Analyse individual functions and roles within organisations in the area
2. Understand the implications of legislative frameworks in the chosen health and social care area	2.1 Analyse the legislative frameworks impacting on the chosen area and explain their intended functions 2.2 Evaluate the way in which legislative frameworks have been interpreted in terms of regulation, codes of practice and standards in the chosen area 2.3 Assess the impact of policies, legislation, regulation, codes of practice and standards on organisations and working practices in chosen area
3. Understand external influences on a chosen health and/or social care area	3.1 Analyse the factors and organisations which have influenced government decisions on health and social care 3.2 Assess the impact of social values and attitudes on health and social care 3.3 Assess barriers to access for health and social care and how effectively these have been overcome
4. Understand the individual rights underpinning delivery of health and social care to service users	4.1 Analyse the individual rights that underpin health and social care practice 4.2 Evaluate the importance of these rights in health and social care

Indicative Content

Understand the structural organisation of a chosen health and/or social care area

Area

This will be a specific area of health and/or social care for example, care of children and/or young people, care of elderly.

Organisational structures to include private/public funded provision for example, individual organisations e.g. hospitals, care homes, day care centres, home care organisations etc.

- Groups e.g. healthcare trusts in UK, private healthcare groups
- Charitable organisations such as Barnardos; Help the Aged; Unicef

Roles and responsibilities of agencies which are external to the area. For example:

- Government departments e.g. Department of Health in UK
- Health and social care organisations e.g. NHS, Healthcare trusts etc.
- Regulatory bodies e.g. Health Protection Agency
- Professional bodies e.g. Royal College of Nursing
- Guidance bodies e.g. National Institute of Clinical excellence
- International bodies e.g. World Health Organisation
- Charities e.g. Multiple Sclerosis Society; Unicef; Barnardo's

Individual functions and roles

- Internal structure – hierarchy of governance and management
- Functions – administration, finance, delivery etc.
- Roles – managers, administrators, doctors, nurses, care workers etc.

Understand the implications of legislative frameworks in the chosen health and social care area

Legislative frameworks to include legislation, regulation, codes of practice and standards in the chosen area of health and/or social care for example:

- The laws relating to disability, health, data protection, discrimination, human rights, child protection, health and safety, etc.
- Explanation and role of each of above
- Policies, codes of practice and standards and how they link with legislation and regulation and practice

Intended functions of legislative frameworks are to:

- Ensure suitable provision
- Ensure best practice
- Ensure fair access
- Ensure relevant professional body membership
- Comply with the law

Interpretation to include how legislation has been put into local guidelines and dissemination to relevant personnel such as owners, managers of provision.

For example, students may analyse particular standards that have been devised to govern the way in which service provision is run and the standards of care they provide.

Impact on working practices

- Help ensure compliance

- Help ensure consistent good standards of care
- Professionalism
- How they can limit service offered

Understand external influences on a chosen health and/or social care area

Influences may include:

- Individual government organisations
- Pressure groups
- Charitable organisations,
- Limits to government's freedom to legislate in terms of international laws (European laws) etc.
- Statistical and evidence-based research that has influenced decisions and demand for provision
- Demand for health and social care e.g. population growth, epidemics, lack of food, clean water etc.

Social values and attitudes e.g.

- Cultural beliefs and attitudes towards health and social care generally
- Towards public health issues
- Towards funding for health and social care – private/public
- Towards disability – social model of disability
- Gender issues and health and social care
- 'The Big Society' – David Cameron
- The responsibilities of Government versus the freedom of individuals

Barriers to access may include disability, class/wealth; gender; age; language; beliefs and values of individuals and/or families when accessing provision.

Understand the individual rights underpinning delivery of health and social care to service users

Individual rights – will depend on context but examples are:

- Equality of access
- Rights to choose
- Right to dignity and respect
- Empowerment of service users
- Right to safety
- Needs assessment
- Confidentiality
- Person centred approach
- Any rights conferred by legislative frameworks such as UN Convention on Human Rights, rights of the child etc.

Importance

- To ensure health and social care needs are properly met
- To ensure access to suitable services by service users
- Tensions between what can actually be provided and the rights of individuals
- Protection of vulnerable service users
- To ensure that development and care provides the best possible outcomes

4.16 Communication Skills for Health and Social Care Management	
Unit aims	The aim of this unit is to develop knowledge and understanding of communication both with colleagues in health and social care organisations and with service users. Learners will gain an understanding of why communication is sometimes ineffective, and the skills needed to overcome difficulties. Learners will demonstrate a range of communication skills including carrying out an oral presentation to colleagues, a face to face consultation with a service user and formal written communication.
Unit level	4
Unit code	H/503/7156
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will need to demonstrate achievement of the LOs at the standards specified by the AC. Further information is provided on the ATHE sample assignment and associated guidance.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how internal communication takes place within health and social care organisations	1.1 Explain the process of communication within health and social care organisations 1.2 Assess the appropriate use of different modes of communication for different purposes
2. Understand the factors that impact on the effectiveness of communications	2.1 Assess the impact of personal relationships on effective communications 2.2 Assess the impact of non-verbal communication on oral communications 2.3 Analyse the factors that impact on clarity of communications 2.4 Assess the impact of technology on oral and written communication 2.5 Review the use of conventions in written communications
3. Understand the features of communications between health and social care professionals and service users	3.1 Evaluate formal communication methods and systems used by health and social care organisations to communicate with service users in a range of contexts 3.2 Assess the communication skills needed for face to face consultations with service users in different contexts 3.3 Analyse the issues of confidentiality relating to communication with service users

	3.4 Summarise the additional skills needed by healthcare professionals to ensure effective communication with service users
4. Be able to present oral information effectively in a health and social care context	4.1 Design an oral presentation for an internal audience within a health and social care organisation 4.2 Use technology to support the presentation skills 4.3 Carry out a consultation with a service user 4.4 Present complex information orally 4.5 Assess effectiveness of own communication
5. Be able to communicate formally in writing in a health and social care context	5.1 Communicate complex information for specific purposes 5.2 Prepare for and document a meeting 5.3 Convey quantitative data using charts and graphs 5.4 Review written communication

Indicative Content

Understand how internal communication takes place within health and social care organisations

The process of communication

- Dynamic process
- Sender is clear about the purpose of the communication
- Sender has an idea, information, question etc.
- Message sent /transmitted to receiver
- Receiver gets message and considers the information,
- Receiver checks understanding and if necessary, consults
- Receiver formulates a response and gives feedback (responds) to message
- Modes of communication
- Written – letters, bulletins, noticeboards, updates, newsletter
- Face to face /oral -patient consultations, briefings, meetings (departmental, weekly updates, team meetings); interviews, appraisals, disciplinary,
- Electronic communications
- Telephone

Purposes of communication

- To provide information, to gain information
- To generate ideas, to generate team cohesion, to motivate
- To send information vertically (upward and downward) and horizontally
- To provide information formally and informally
- To clarify information
- To progress a task
- To generate understanding

Understand the factors that impact on the effectiveness of communications

Impact of personal relationships

- Internally and with service users
- Team cohesion
- Personal conflict
- Favouritism
- Job satisfaction/dissatisfaction

Impact of non-verbal communication

- Tone of voice, body language
- The emotional state of the sender and/or receiver

- Negative and positive, reinforcement of oral message/contradiction of oral message
- Active listening and focusing

Clarity of communications

- Sender may not be clear what they wish to communicate
- The sender's choice of language
- The sender's method of communication
- The receiver does not want to hear the message
- The receiver puts their own interpretation on the message

Impact of technology

- Choice of communication method for the content of the message and the receiver(s)
- Negative – reliance on technology at meetings/presentations; can create stress; poor connections, inappropriate use, human error, easily misinterpreted
- Positive – enhance clarity of information, speed of transmission, helps reinforce messages, can help those with disabilities and/or different learning styles; systems e.g. potentially easier to find out who to communicate with

Conventions in written communications

- Formal reports, informal reports, memos, emails, attachments, letters, texts
- Greetings, sign off, tone, punctuation and grammar, use of first or third person
- Readability, language,

Understand the features of communications between health and social care professionals and service users

Formal communication methods and systems

- Face to face, letters, brochures/websites, newsletters, electronic, email, telephone calls,

Contexts

- General information
- Emergency situation
- Consultation
- Personal information e.g. diagnosis, changes in condition
- Organisational information e.g. appointments, changes in practices

Communication skills

- Clarity of information
- Audibility, tone,
- Empathy
- Body language
- Language skills
- Listening skills

Confidentiality

- Respecting the confidences of service users e.g. not discussing information with others except where required for care or permitted by service user
- Confidentiality policies
- When confidential information can be shared or passed on
- Ethical issues – when information must be passed on even against wishes of service user i.e. situations of abuse of children, young people or vulnerable adults

Additional skills

- Positive attitude
- Ability to create a safe environment
- Ability to reassure
- Knowledge of next steps, where to find support
- Knowledge of when to refer upwards and whom to refer to.

Be able to present oral information effectively in a health and social care context

Oral presentation

- Clarity of purpose of the presentation
- Design and structure of presentation which is appropriate for the nature of the audience e.g. use of slides, hand-outs, flipcharts, question and answer session.
- Formal presentation to a small group e.g. staff, colleagues, management

Technology

- Presentation software
- Hardware used
- ICT e.g. spread sheets, hand-outs

Consultation

- Agreeing the purpose of the consultation and expected outcomes
- Face to face
- Providing information
- Answering queries
- Demonstrating empathy and sensitivity
- Deciding on and using an appropriate environment
- Listening and responding
- Note taking
- Agreeing the next steps

Complex information

- Planning
- Ensuring your personal understanding of what is being presented

- General - introductory
- Complex - facts, figures, data
- Use of materials to support the explanation
- Testing understanding of the receivers

Effectiveness

- The degree to which the intended purpose and outcomes were achieved
- Appropriateness of body language
- Appropriateness of methods used and choice of language.
- Audience response
- Quality and appropriateness of information given
- Seeking feedback from recipients

Be able to communicate formally in writing in a health and social care context

Communicate complex information

- In writing e.g. reports, briefing notes, meeting documentation
- Use of graphs, charts, tables etc.
- Purpose e.g. to present results to an interdisciplinary team, to launch a change in procedures

Prepare for and document a meeting

- Agenda, minutes, papers, action notes, names of attendees

Quantitative data

- E.g. results of research, efficiency figures, targets,
- The method of presentation graphs, tables, bar charts, pie charts etc.

Review written communication

- Use of criteria to support the review
- The degree to which the intended purpose and outcomes were achieved
- For clarity, appropriateness of media, use of visuals (e.g. charts, graphs, pictures); tone, language
- Seeking feedback from recipients

4.4 People in Organisations	
Unit aims	This unit aims to develop knowledge and understanding of those aspects of organisations that concern and support people. This includes communication practices, teamwork, remote working and other organisational structures. Using this knowledge learners will be able to review the impact of workplace practices on people.
Unit level	4
Unit code	T/503/7078
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will need to demonstrate achievement of the LOs at the standards specified by the AC. Further information is provided on the ATHE sample assignment and associated guidance.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand communication practices within organisations	1.1 Analyse the benefits of effective communication to organisations 1.2 Analyse policies and procedures that are used to enhance communication within organisations 1.3 Outline legislation relevant to communication within organisations 1.4 Evaluate how the organisational structure impacts on the communication methods used
2. Understand the principles of effective teamwork	2.1 Assess the benefits of team working to individuals and organisations 2.2 Analyse why teams might fail to meet their objectives 2.3 Evaluate the impact of leadership styles on teamwork
3. Understand the issues associated with remote working	3.1 Explain the implications of the different ways in which people work 'remotely' 3.2 Evaluate common working practices used by those working remotely in different contexts 3.3 Analyse the leadership styles suitable for remote working
4. Understand the structures designed to support people within the workplace	4.1 Explain how HR departments can provide support to people within the workplace 4.2 Assess policies and procedures designed to support people in the workplace 4.3 Assess practices used to support people in the workplace

5. Be able to review the impact of workplace practices on people within organisations	5.1 Assess workplace practices that impact on people within organisations 5.2 Make recommendations to improve staff and managers experience of the workplace
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Indicative Content

Understand communication practices within organisations

Benefits

- Accurate and timely information
- Efficiency
- Good relationships/effective teams
- morale
- Clear messages
- Customer and supplier relationships

Policies and procedures

- Protocols e.g. for email
- Staff briefings
- Newsletters/posters/bulletins/email groups
- Briefings, regular meetings
- Cascade
- Policies e.g. dealing with the media, confidentiality

Legislation

- Data Protection Act 1998
- Privacy and electronic communication
- Freedom of Information Act
- Equal opportunity
- Confidentiality

Organisational structure

- Flat/tall
- Matrix
- Regional
- Remote offices
- Dotted line reporting

Understand the principles of effective teamwork

Benefits

- Synergy
- Motivation
- Sense of belonging
- Efficiency
- Creativity
- Being able to utilise individual skills and experience
- opportunity for personal development

Failure of teams

- Communication
- Absence of individuals
- Conflict or conversely desire not to upset other team colleagues
- Team make-up
- Poor brief
- Leadership style

Leadership style

- McGregor theory x/theory y
- Delegation
- Empowerment
- Herzberg – motivators and hygiene factors

Understand the issues associated with remote working

Remote working

- Working at home
- Working from home (home-based)
- Regional offices
- Virtual working
- Global working

Implications

- Investment in technology
- Feeling remote and lonely
- Challenges with communication
- Working in different time zones
- Different ways of behaving and doing things
- Time management and irregular hours

Working practices

- Teleconferencing
- Webinars
- Flexible hours (e.g. around personal commitments)
- Regular updates, meetings
- Skype
- Email
- Travel

Leadership style

- Mc Gregor theory x/theory y
- Empowerment
- Herzberg – motivators and hygiene factors

Understand the structures designed to support people within the workplace

Human resources department

- Ensuring the correct policies and procedures are in place
- Assessing developmental needs

- Dealing with disciplinary issues
- Supporting in issues concerning conflict
- Advising managers
- Support for those leaving organisations e.g. retirement, redundancy

Policies and procedures

- Recruitment and selection criteria
- Job descriptions and person specifications
- Contracts of employment
- Flexible working/family friendly
- Termination of employment
- Induction, appraisal, training
- Data protection
- Personal issues e.g. bereavement, pregnancy

Practices

- Coaching
- Mentoring
- Training
- Performance reviews
- Appraisals

Be able to review the impact of workplace practices on people within organisations

Workplace practices that impact on people

- Communication protocols
- Team meeting
- Leadership styles
- Flexible /remote working
- Support from HR department
- Possibility for advancement
- Culture of coaching/mentoring
- Culture of fear

Recommendations for improvement

- Reviewing current practice and making proposals for change
- Consultative groups
- Employee representatives on the Board
- Staff surveys
- Outside intervention

4.6 Corporate Social Responsibility	
Unit aims	To develop an understanding of CSR issues and the 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 organisations and their stakeholders. 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 2.3 Explain how a CSR policy impacts on business performance 2.4 Explain how CSR impacts on marketing strategy 2.5 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

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

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

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	The aim of this unit is to provide an overview of the human and physical resources needed in a range of organisations, including those in the primary, service and manufacturing sectors, and provide an understanding of the impact of efficiency on the organisations. Learners will use this knowledge to review the effective use of resources within an organisation.
Unit level	4
Unit code	F/503/7083
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will need to demonstrate achievement of the LOs at the standards specified by the AC. Further information is provided on the ATHE sample assignment and associated 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	2.1 Evaluate how the use of physical resources is monitored and managed 2.2 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

Indicative Content

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

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

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

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 and understanding 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, childcare and related fields.
Unit level	4
Unit code	H/503/7190
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Students are required to 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

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. 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

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

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
- Analysing benefits and results

4.21 Administrative Services	
Unit aims	To develop an understanding of the range of administrative services that might be offered to managers or departments within organisations and to develop administrative skills.
Unit level	4
Unit code	J/503/7084
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will research the range and extent of administrative services and demonstrate administrative skills.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the range and diversity of administrative services	1.1 Explain the different administrative services which may be offered 1.2 Analyse the skills required to be effective in administrative services 1.3 Explain the challenges presented when offering administrative support to more than one manager or department 1.4 Explain the legal requirements relevant to administrative services
2. Be able to develop organisational systems	2.1 Evaluate the different types of filing systems 2.2 Set up and run a filing system 2.3 Set up and use a stock control system 2.4 Use a purchasing system 2.5 Explain the importance of keeping accurate records
3. Be able to support meetings and events	3.1 Plan meetings and events 3.2 Produce documentation for meetings 3.3 Analyse policies and procedures for setting up meetings and events 3.4 Recommend improvements to policies and procedures for setting up meetings and events
4. Understand the importance of effective communication in the workplace	4.1 Evaluate the suitability and effectiveness of different communication systems in the workplace 4.2 Analyse the role of technology in supporting effective communication in the workplace

Indicative Content

Understand the range and diversity of administrative services

Administrative services

- Clerical services
- Distributing information
- Supervising junior staff
- Record keeping
- Managing mail
- Diary management
- Supporting meetings/conferences and events
- Payroll
- Reception duties
- Customer service
- Premises management

Skills

- Communication
- Customer service
- IT
- Organisation
- Time management

Challenges

- Managing specific needs of different managers
- Adapting to different management styles
- Planning and prioritising
- Utilising technology to streamline processes

Legal requirements

- Data Protection Act
- Health and Safety at Work Act e.g. Display Screen Equipment Regulations
- Employment legislation

Be able to develop organisational systems

Filing systems

- Electronic /cloud
- Alphabetic
- Geographic
- Numeric
- Chronological
- Subject
- Stock control
- Bar coding
- Radio frequency identification
- Just in time
- First in first out

Purchasing

- Budget control
- Auditing
- Client relationship

Record keeping

- Sales ledger
- Purchase ledger
- Financial records
- Meeting notes
- Email records

Be able to support meetings and events

Meeting and event planning

- Physical or virtual venue
- Bookings
- Catering
- Timings
- Planning to budget
- Promotion/invitation
- Attendees

Meeting documentation

- Agenda
- Minutes
- Distribution lists
- Papers for the meeting

Analysis of policies and procedures for meetings and events

- Type of system
- Ease of use
- Budget versus cost
- Accessibility
- Fitness for purpose
- Reporting lines

Understand the importance of effective communication in the workplace

Different communication systems

- Meetings: e.g. team, department, whole organisation
- Meetings schedule
- Telephone
- Email
- Conferences
- Informal

Role of technology in supporting communication

- Internet
- Intranet
- Virtual meetings/conferences
- Strengths and weaknesses of different technologies

4.8 Planning a Work-Based Team Project	
Unit aims	Learners will be able to develop and utilise project management skills in the workplace.
Unit level	4
Unit code	K/503/7076
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will be required to develop a proposal for a work-based team project, plan the project, implement the plan and evaluate the outcomes of the project.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to develop a proposal for a work-based team project	1.1 Identify the aims and objectives of the project 1.2 Propose roles and responsibilities of team members 1.3 Identify constraints on the project 1.4 Propose ways of monitoring and evaluating the project
2. Be able to plan the work-based team project	2.1 Plan the physical, financial and human resources needed for the project 2.2 Carry out a risk assessment for the project 2.3 Produce interim and completion timescales for the project
3. Be able to implement the plan for a work-based team project	3.1 Carry out the plan according to assigned role and responsibility 3.2 Log activities carried out during the project 3.3 Log problems and solutions encountered during the project
4. Be able to present the results of the work-based team project	4.1 Analyse data from the project 4.2 Apply findings from the project 4.3 Use a range of communication skills to present results
5. Be able to evaluate the project against the stated objectives	5.1 Evaluate their own performance 5.2 Evaluate the team's performance 5.3 Make recommendations for improvement for future projects

Indicative Content

Be able to develop a proposal for a work-based team project

Aims and objectives

- Educational
- Organisational

- Personal development

- Team building
- Specific, measurable, achievable, realistic and timed (SMART)

Roles and responsibilities

- Project management
- Finance
- Legal/regulatory
- Task management
- Reporting

Constraints

- Financial
- Time
- Legal
- Risk
- Physical/resource based

Ways of monitoring the project

- Meetings
- Reporting
- Data analysis
- Interim appraisals

Ways of evaluating the project

- Success criteria
- Self-evaluation
- Peer evaluation
- Tutor evaluation

Be able to plan the work-based team project

Physical resources

- Centre for project management
- Documentation
- IT facilities
- Telephone

Financial resources

- Budget
- Sources of funding
- Contingency

Human resources

- Allocation of team members' roles
- Job descriptions
- External expertise

Risk assessment

- Identification of risks
- Likelihood of risk
- Severity of risk

- Contingencies

Time management tools

- Critical path analysis
- Gantt charts
- PERT analysis
- Prince

Be able to implement the plan for a work-based team project

- Roles and responsibilities
- Individual assigned tasks
- Support for other team members

Activity log

- record of tasks and actions during implementation of the project
- record of problems encountered and actions to resolve

Be able to present the results of the work-based team project

Data analysis

- Data researched relevant to project
- Sales data
- Production data
- Customer profile data

Application of findings

- Relevance to aims and objectives
- Conclusions
- Supported recommendations

Communication skills

- Oral presentation skills
- Reporting formats
- IT skills
- Use of appropriate media

Be able to evaluate the project against the stated objectives

Evaluation methods

- Self-assessment
- Peer assessment
- Evaluation based on teacher assessment

Recommendations

- Ways of working as a team
- Personal performance for the organisation

4.15 Safeguarding Children and Young People	
Unit aims	To introduce learners to safeguarding and the individual's responsibilities in relation to promotion and management of effective safeguarding
Unit level	4
Unit code	L/503/7166
GLH	20
Credit value	5
Unit grading structure	Pass
Assessment guidance	Learners will need to demonstrate achievement of the LOs at the standards specified by the AC. Further information is provided on the ATHE sample assignment and associated guidance.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the context of safeguarding for children and young people	1.1 Define safeguarding 1.2 Explain the legislation that relates to safeguarding children and young people 1.3 Review how recent national and local policy developments in safeguarding affect day to day work with children and young people
2. Be able to review safeguarding for children and young people within a chosen service setting	2.1 Describe the policies and procedures required for effective safeguarding of children and young people in chosen service settings 2.2 Evaluate the policies and procedures in terms of fitness for purpose and legislative requirements 2.3 Produce recommendations for improvements to safeguarding of children and young people 2.4 Develop an action plan to support organisational improvements in relation to safeguarding of children and young people
3. Understand multi-agency approaches to safeguarding both regionally and nationally	3.1 Explain the rationale for joint work between agencies 3.2 Review guidelines for good practice and service standards applicable to joint working between agencies 3.3 Describe methods of promoting joint working 3.4 Review methods of evaluating joint working

Indicative Content

Understand the context of safeguarding for children and young people

Safeguarding

- keeping children and young people
- Difference between child protection and safeguarding
- protecting from physical, sexual and emotional harm
- safe recruitment

Legislation

- Child protection legislation for home UK nation (England/Northern Ireland, Scotland, Wales and EU directives that apply to all)
- Safeguarding children and young people legislation home UK nation (England/Northern Ireland, Scotland, Wales and EU directives that apply to all)

Policy developments

- Child protection training requirements
- Review of vetting and barring scheme
- Amalgamation of safeguarding bodies
- CRB checks
- Developments in safer recruitment

Be able to review safeguarding for children and young people within a chosen service setting

Policies and procedures

- Designated safeguarding person
- Designated safeguarding team
- Training requirements
- Safeguarding policies and promotion
- Links to external agencies
- Risk assessment
- Safe recruitment practice
- Data protection

Information sharing protocols

- Safe practices in recruitment
- Policies and procedures in relation to safeguarding for children and young people within own organisation
- Data protection in relation to records regarding safeguarding issues
- Information sharing protocols
- The Child at the centre of the system – the Munro report into Child Protection
- The Governments response to the Munro report

Understand multi-agency approaches to safeguarding both regionally and nationally

Agencies

- Local Children's Safeguarding boards
- Association of Directors of Children's Services
- The Independent Safeguarding Board
- Multi agencies involved in safeguarding adults and children's such as
 - Children's Social Care
 - Education
 - Community health
 - Mental health trust

- Police
- PCT/GP commissioning
- Probation service
- Housing

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	Learners will need to demonstrate achievement of the LOs at the standards specified by the AC. Further information is provided on the ATHE sample assignment and associated 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 for 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

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

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.

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

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

4.14 Safeguarding Adults	
Unit aims	To introduce learners to safeguarding and the individual's responsibilities in relation to promotion and management of effective safeguarding
Unit level	4
Unit code	R/503/7167
GLH	20
Credit value	5
Unit grading Structure	Pass
Assessment guidance	Learners will need to demonstrate achievement of the LOs at the standards specified by the AC. Further information is provided on the ATHE sample assignment and associated guidance.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the context of safeguarding for vulnerable adults	1.1 Define safeguarding 1.2 Explain the legislation that relates to the protection of vulnerable adults 1.3 Review recent policy developments on approaches to safeguarding vulnerable adults
2. Be able to review policies and procedures for safeguarding of adults within a specific service setting	2.1 Describe the policies and procedures for the safeguarding of adults in a chosen service setting 2.2 Evaluate the policies/procedures in terms of fitness for purpose and legislative requirements 2.3 Produce recommendations for improvements to safeguarding of adults 2.4 Develop an action plan for organisational improvements in safeguarding vulnerable adults
3. Understand multi-agency approaches to safeguarding	3.1 Explain the rationale for joint work between agencies 3.2 Review guidelines for good practice and service standards applicable to joint working between agencies 3.3 Describe methods of promoting joint working 3.4 Evaluate methods of evaluating joint working

Indicative Content

Understand the context of safeguarding for vulnerable adults

Safeguarding

- Keeping children, young people and vulnerable adults safe

- Protecting from physical, sexual and emotional harm
- Safe recruitment

Legislation

- Safeguarding Vulnerable Groups Act 2006

Policy Developments

- Review of Vetting and Barring Scheme
- Amalgamation of Safeguarding bodies
- CRB checks
- Developments in safer recruitment

Be able to review policies and procedures for safeguarding of adults within a specific service setting

Policies and procedures

- Designated safeguarding person
- Designated safeguarding team
- Training requirements
- Safeguarding policies and promotion

Links to external agencies

- Risk assessment
- Safe recruitment practice
- Data protection
- Information sharing protocols

Understand multi-agency approaches to safeguarding

Agencies

- Association of Directors of Adults Services
- Local Adult Safeguarding boards
- The Independent Safeguarding Board Multi agencies involved in safeguarding adults such as
 - Education some vulnerable adults may also be parents and known to Children's Services
 - Community health, Mental health trust, Police
 - PCT/GP commissioning
 - Probation service
 - Housing

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 2.4 Explain how business objectives are affected by ethical considerations 2.5 Evaluate the implications for a business and its stakeholders to operate ethically 2.6 Explain how business objectives are affected by ethical considerations
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
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Indicative Content

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

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

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

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

5.11 Working with Multi-Disciplinary Teams	
Unit aims	This unit will help students develop the skills and knowledge required to build and lead multi-disciplinary teams and to build effective working relationships with other professionals. The unit is suitable for those working in healthcare, social care, children's services and other public services that require multi-agency or multi-disciplinary working. Stakeholders may be other organisations or agencies or service users.
Unit Level	5
Unit code	M/503/7189
GLH	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	Learners will need to demonstrate achievement of the LOs at the standards specified by the AC. Further information is provided on the ATHE sample assignment and associated 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

<p>4. Understand how to communicate with team members from other disciplines and with stakeholders</p>	<p>4.1 Analyse practical communication issues related to multi-disciplinary team working</p> <p>4.2 Explain how to communicate effectively In multi-disciplinary teams</p> <p>4.3 Explain how to promote equal opportunities in service delivery by multi- disciplinary teams</p> <p>4.4 Explain how to engage stakeholders with multi-disciplinary teams</p>
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Indicative Content

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

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

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

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

4.10 Planning a New Business Venture	
Unit aims	The aim of the unit is to develop knowledge, understanding and the application of 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	Learners will need to demonstrate achievement of the LOs at the standards specified by the AC. Further information is provided on the ATHE sample assignment and associated 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 3.4 Propose business structures and systems that will deliver business aims and objectives 3.5 Produce business planning forecasts based on targets 3.6 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
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Indicative Content

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

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

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

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

4.24 Empowering Users of Health and Social Care Services	
Unit aims	To develop an understanding of how through the design and review of legislative and management systems, providers can empower service users in promoting their individual rights of participation and independence.
Unit level	4
Unit code	D/601/1598
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will need to demonstrate achievement of the LOs at the standards specified by the AC. Further information is provided on the ATHE sample assignment and associated guidance.
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	<p>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</p> <p>1.2 Analyse factors that may affect the achievement of promoting and maximising the rights of users of health and social care services</p> <p>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</p>
2. Understand how to promote the participation and independence of users of health and social care services	<p>2.1 Explain factors that may contribute to loss of independence, non-participation and social exclusion for vulnerable people</p> <p>2.2 Analyse how organisational systems and processes are managed to promote participation and independence of users of health and social care services</p> <p>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</p>
3. Understand the responsibility of managing and monitoring risks in health and social care settings	<p>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</p> <p>3.2 Analyse the effectiveness of policies, procedures and managerial approach within a health or social</p>

	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	<p>4.1 Review current legislation, codes of practice and policy that apply to the handling of medication</p> <p>4.2 Evaluate the effectiveness of policies and procedures within a health and social care setting for administering medication</p>

Indicative Content

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

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

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.

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	To develop knowledge and understanding of the risks and responsibilities of health and safety in the health and social care workplace.
Unit level	4
Unit code	K/601/1569
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will need to demonstrate achievement of the LOs at the standards specified by the AC. Further information is provided on the ATHE sample assignment and associated guidance.
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	<p>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</p> <p>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</p> <p>1.3 Analyse health and safety priorities appropriate for a specific health and social care workplace</p>
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	<p>2.1 Analyse how information from risk assessments informs care planning for individuals and organisational decision- making about policies and procedures</p> <p>2.2 Analyse the impact of one aspect of health and safety policy on health and social care practice and its customers</p> <p>2.3 Discuss how dilemmas encountered in relation to implementing systems and policies for health, safety and security may be addressed</p> <p>2.4 Analyse the effect of non-compliance with health and safety legislation in a health and social care workplace</p>
3. Understand the monitoring and review of health and safety in the health and social care workplace	<p>3.1 Explain how health and safety policies and practices are monitored and reviewed</p> <p>3.2 Analyse the effectiveness of health and safety policies and practices in the workplace in promoting a positive, healthy and safe culture</p> <p>3.3 Evaluate own contributions to</p>

	placing the health and safety needs of individuals at the centre of practice
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Indicative Content

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 e.g.:

- 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

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

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	Learners will develop understanding of the skills needed for effectiveness in the workplace and their own employability skills.
Unit level	5
Unit code	A/601/0992
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will need to demonstrate achievement of the LOs at the standards specified by the AC. Further information is provided on the ATHE sample assignment and associated guidance.
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 2.2. 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

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

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 proactive
- 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

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, levels of dominance, alternative ways

5.15 Personal and Professional Development	
Unit aims	The aim of this unit is to develop confidence in the learner to successfully manage their personal and professional skills in order to achieve their career goals.
Unit level	5
Unit code	T/601/0943
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will need to demonstrate achievement of the LOs at the standards specified by the AC. Further information is provided on the ATHE sample assignment and associated guidance.
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

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, 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.

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 swaps.

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

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

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

5.16 Contemporary Issues in Health and Social Care	
Unit aims	To develop the research skills on how contemporary issues of public concern relating to health and social care are identified and presented in the public domain. Learners will also develop an understanding of the role the media plays in presenting information to the public and how the media can be used to influence the attitudes and behaviours of people.
Unit level	5
Unit code	A/601/1639
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will need to demonstrate achievement of the LOs at the standards specified by the AC. Further information is provided on the ATHE sample assignment and associated guidance.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how information relating to health and social care gives rise to issues of concern to the public	1.1 Explain how information relating to health and social care reaches the public domain 1.2 Analyse different techniques for disseminating information relating to health and social care 1.3 Evaluate how the different ways in which information relating to health and social care is presented can influence the attitudes, thoughts and behaviour of people
2. Understand how issues of public concern related to health and social care are presented in the media	2.1 Explain ways in which the media may be used to influence the attitudes and behaviour of people in relation to health and social care issues 2.2 Evaluate how the public can assess the reliability and validity of media information about health and social care
3. Be able to carry out research into different perspectives on a specific issue relating to health and social care	3.1 Carry out research into different perspectives on a specific issue relating to health and social care 3.2 Monitor how different perspectives gleaned from reliable sources on a specific health and social care issue have changed over time 3.3 Assess the relevance of the findings to health and social care practice locally 3.4 Analyse the factors that have influenced the development of different perspectives over a period of time

<p>4. Understand the likely influence contemporary perspectives on health and social care issues will have on the development of services</p>	<p>4.1 Analyse the extent to which local attitudes reflect those found at a national level</p> <p>4.2 Evaluate the validity of public attitudes and behaviours in relation to a specific issue</p> <p>4.3 Justify possible consequences of contemporary thinking for health and social care provision and services</p>
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Indicative Content

Understand how information relating to health and social care gives rise to issues of concern to the public

Information that is in the public domain is any information that is openly available for all to access. This will include information such as financing and resourcing, results of government inquiries, political debates.

Examples of how information reaches the public should include:

- Processes such as passing of bills/legislative intention through government
- Whistle blowers
- Pressure groups
- Charity organisations including Oxfam; Unicef

Techniques for disseminating information to include:

- Forms of media such as press releases; television news broadcasts; internet
- Practices within own organisations such as formal and informal meetings, newsletters
- Formal communications (text, letter, email, fax, policy)
- Word of mouth

The way in which information is presented in the public domain can affect the way in which it is perceived and accepted by people. For example, information that reflects a popular view may be more positively received than information that is ill conceived

Understand how issues of public concern related to health and social care are presented in the media

The media should include:

- Newspapers/magazines
- Television/satellite
- Internet
- Pressure groups and activists
- Cinema

Reliability and validity of information can be verified by identifying:

- Authenticity of author
- Date of publication
- Publication location
- Original source (peer reviewed journals; books; copyright material)

Sources may include:

- The Information Standard

- Sources such as government policy and legislation – bear in mind ideological perspective of political parties
- Professionals such as psychiatrists, psychologists, NHS, multi-agency teams
- Historical documentation from sources that are trusted
- Peer reviewed journal articles from established journals/text.
- Examples of unreliable sources being those which cannot be authenticated can include:
 - Websites that can be accessed and edited by the public
 - Newspapers or other form of press where material is subjective and can be used to incite emotions positively or negatively.

Be able to carry out research into different perspectives on a specific issue relating to health and social care

Research should include:

- Identifying a specific issue
- Different perspectives to include both possible negative and positive outcomes
- Critically evaluating the possible negative and positive outcomes
- Identifying reliable sources (literature) to inform research

Specific issues are those that are identified through themes and trends at a local and/or national level and those driven by a political or welfare reform. They can be:

- Political perspectives leading to legislative frameworks
- Service user feedback
- Historical development of health care and health care practices
- Change driven by funding issues such as rationing and planning for improvements
- Local need
- Needs identified by pressure groups, activists and charitable organisations.

In assessing the relevance learners should consider the impact of findings on own/local provision and the implications for the development of the service.

Factors should include:

- Public opinion
- Government policy and finance
- Local issues and needs
- Historical factors showing change over time
- Cultural and other global factors

Understand the likely influence contemporary perspectives on health and social care issues will have on the development of services

Local vs. national level

There are instances where local needs do not reflect national needs. The impact of national perspectives on local attitudes should include:

- How National policy and directives relate to local specific issues.
 - Finance and resourcing whether money should follow a population trend or the person
 - Supply and demand
 - Prevalent trends
 - Demographics (difference between local and national needs)

Validity of public attitudes and behaviours - should consider the source of the specific issue and reliability. In some cases, specific issues are subjective and lack factual substance.

Possible consequences must include:

- Resistance to change
- Reform change and modernisation
- Discrimination on grounds of gender, race religion etc.
- Funding and resourcing (both profit and loss)
- Impact on individual service users in accessing provision
- Benefits to service users and economy

4.12 Study Skills	
Unit aims	This unit will develop learners understanding of the research process, good academic practice and the potential pitfalls. Learners will develop and understanding of the types and sources of information and the skills to use them and to communicate their findings following good academic practice. Learners will also develop their understanding of how to continue their personal development through the process of self-reflection.
Unit level	4
Unit code	T/503/4455
GLH	24
Credit value	10
Unit grading structure	Pass
Assessment guidance	Learners will need to demonstrate achievement of the LOs at the standards specified by the AC. Further information is provided on the ATHE sample assignment and associated guidance.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand and utilise different sources of information to support learning.	1.1 Identify and access information resources needed to fulfil different academic tasks 1.2 Identify and utilise different sources of primary and secondary information 1.3 Explain and demonstrate competence in the use of electronic learning resources 1.4 Evaluate the merits of different sources of information and resources available to support the learning process

2. Understand and apply a range of key learning skills.	2.1 Explain and utilise a repertoire of reading and note-making skills and techniques 2.2 Demonstrate a competency in stages of the academic writing process from initial research through composition to revision of drafts 2.3 Evaluate and demonstrate competency in different forms of communication used in an academic environment
3. Understand the principles and values of good academic practice	3.1 Explain different forms of plagiarism and unfair academic practice and seriousness 3.2 Explain and deploy the Harvard system of referencing to ensure consistent and appropriate referencing of sources 3.3 Evaluate and use anti-plagiarism software as a tool to improve academic practice
4. Understand the concept and value of self-reflection in personal development and learning	4.1 Explain the concept of reflective learning and its use in personal development 4.2 Self-analyse using a personal audit SWOT analysis to develop and apply SMART personal objectives 4.3 To understand and demonstrate independent learning and time management skills

Indicative Content

Understand and utilise different sources of information to support learning

Information resources

- Learning resource centre
- Libraries
- Internet
- Journals
- Supervisor
- Other academics, technical staff, post graduate colleagues
- Computer based research programmes

Primary and Secondary information

Primary

- Experiments
- Interviews
- Observation
- Questionnaires

Secondary

- Journals, texts

- Internet
- Other published literature

Electronic Learning resources

- Tutorials
- Courses
- E-books
- E-journals
- Notes, guidance, essays
- Access to online libraries

Merits of sources of information and resources

- Authenticity / validity
- Accessibility
- Price
- Level of expertise /training required (e.g. for electronic tools)

Understand and apply a range of key learning skills.

Reading and note making skills and techniques

- Accurate recording of results/data
- Unbiased recording of results/data
- Detailed keeping record of details
- Clarity
- Regular note taking
- Regular transfer into format suitable for inclusion in final report/thesis
- Use of record card/notebook
- Date all records
- Coding systems
- Skim reading

Academic writing process

- Planning – length, concepts/findings to convey, background info required, data, format/structure, style, number and content of illustrations
- Drafting to a formal structure –
 - Abstract
 - Introduction
 - Results and Discussion
 - Conclusions
 - Use of figures diagrams and tables
 - Bibliography
 - References
- Redrafting
- Proof reading – for logic/flow of ideas, content, style, grammar, format

Forms of communication used

- Progress reports
- Summaries of research
- Abstracts
- Draft manuscripts of papers

- Reports/ thesis
- Presentations
- Viva voce

Understand the principles and values of good academic practice

Plagiarism and unfair academic practice

- Quoting others without acknowledgement including text, statistics, tables etc.,
- Summarising or paraphrasing without acknowledging
- Copying from another student
- Collaborating and presenting others work as own
- 'Buying' work and presenting as own

Harvard system

- Within text
- Reference list
- Bibliography including e-books, internet pages

Anti-plagiarism software

- Select software
- How to use
- Produce report

4.19 Management of Health and Social Care Provision	
Unit aims	To be an effective manager in health and social care requires a need to supervise and manage provision and lead and support others. This unit will develop student's knowledge, skills and understanding of the role of a manager in managing provision and practice in health and social care in ways that continually improve what is delivered.
Unit level	4
Unit code	M/503/7192
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will need to demonstrate achievement of the LOs at the standards specified by the AC. Further information is provided on the ATHE sample assignment and associated guidance
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand approaches to managing practice and provision in health and social care	1.1 Analyse the roles and responsibilities of managers in health and social care provision 1.2 Analyse how to effectively prioritise and delegate work 1.3 Explain how to identify the skills required in management roles in one area of health or social care provision and how these can be achieved
2. Understand the context of health and social care management	2.1 Evaluate current legislative, statutory and non- statutory frameworks relating to health and social care provision 2.2 Analyse management systems and practices for complying with legislative, statutory and non- statutory frameworks in one area of health or social care provision 2.3 Evaluate policies to improve provision within chosen area of health or social care

<p>3. Be able to identify areas for improvement of practice and provision within an area of health or social care</p>	<p>3.1 Evaluate areas for improvement of practice and/or provision in line with current legislative, national and local policy</p> <p>3.2 Review strategies for improvement justifying your decisions with evidence-based practice</p> <p>3.3 Analyse systems for monitoring and reviewing policy and practice in line with current legislative statutory and non-statutory frameworks</p>
<p>4. Be able to manage others in an area of health or social care</p>	<p>4.1 Analyse the possible organisational structures in an area of health or social care</p> <p>4.2 Analyse the roles and responsibilities of individuals in these structures and how these are governed by statutory frameworks</p> <p>4.3 Evaluate ways of fostering team working environments</p> <p>4.4 Explain how to bring about continual professional development amongst teams through an ethos of reflection and development</p>

Indicative Content

Understand approaches to managing practice and provision in health and social care

Role and Responsibilities

- Identify role and responsibilities of managers in health and social care
- Relate to current theoretical management models
 - Styles of Management
 - Evidence based practice
 - Comparison to observed and perceived styles of management
 - Advantages and disadvantages

Prioritising and Delegation

- Importance of prioritisation and delegation
- Own skills of prioritisation and delegation
- Using prescribed models identify priorities
- Effective time management strategies to manage workloads
- Prioritising and delegating tasks

Development and other needs:

- Skills audit for health and social care management which can include
 - Identified CPD requirements through appraisal systems
 - Training needs based on feedback from relevant others
 - Relevant others can include colleagues, managers and others inside & outside organisations

Development of plans which can include SMART and SMARTER targets

Understand the context of health and social care management

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Legislative, statutory & non statutory frameworks

- National Legislative and statutory frameworks for example in UK
 - 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, Equivalent legislation and regulation in other relevant countries
- Local Authority frameworks could include:
 - Compliance frameworks
 - Safeguarding policies

Management Systems for Compliance

- Definitions and descriptions of management systems
- Requirements of regulatory organisations Ofsted, Care Quality Commission etc.
- Consider relationships and information sharing organisations which can include local authorities and health or social care organisations where applicable
- Interpretation and application of prescribed documentation by local authority where applicable

Policies

- Operational policies to include Health and Safety; Equal Opportunities, Confidentiality, Safeguarding, finance, human resources partnership with parents, families and carers; suitability of staff.

Be able to identify areas for improvement of practice and provision within an area of health or social care

Improvement of practice and/or provision

- Improvements could come from:
 - An identified need from a report for example Ofsted, Care Quality Commission etc.
 - A new incentive from training or other initiatives
 - Observation of or research on provision

Strategies with evidence-based practice

- Strategies including development of physical resources coming from training, government incentives, proven good practice.

Systems for monitoring and Reviewing Policy and Practice

- Evaluation of activity through feedback from work colleagues and service users where applicable
- Evaluation of outcomes from reports and/or research
- Feedback from parents, families, carers and outside professionals

Be able to manage others in an area of health or social care

Roles & responsibilities of others

- Line management structure
- Responsibilities and reporting structure
- Statutory guidelines governing ratios, qualification and areas of responsibility associated

with level of qualification.

Theoretical concepts

- Team building
- Group formation and dynamics including Taylorism; Fayol
- Motivational theories (Hawthorne)
- The Wisdom of Teams Harvard Business Review

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

4.13 Equality and Diversity in Health and Social Care	
Unit aims	To develop knowledge and understanding of the theory and practice relating to equality and diversity in health and social care and the impact on individuals and organisations.
Unit level	4
Unit code	F/503/7245
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	Assignment according to awarding organisation guidance.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the key legislative frameworks for equality and diversity in Health and Social Care	1.1 Analyse the key legislative frameworks governing equality and diversity 1.2 Define how equality and diversity is supported by other regulations and guidelines
2. Understand equality and diversity legislation in relation to Health and Social Care	2.1 Analyse how key legislation is interpreted within a chosen Health and Social Care setting 2.2 Analyse the importance and benefits of equality and diversity in a Health and Social Care setting
3. Understand how equality and diversity is promoted and managed in Health and Social Care	3.1 Evaluate the effectiveness of policies and procedures in promoting and guiding equality and diversity practice in Health and Social Care 3.2 Evaluate how Health and Social Care organisations promote and manage equality and diversity
4. Be able to identify and challenge discriminatory behaviour and/or practices	4.1 Analyse the signs and indications of discrimination by individuals and organisations 4.2 Propose how discriminatory behaviour and/or practices can be challenged 4.3 Evaluate the impact of discrimination on an individual and at organisational level

Indicative Content

Understand the key legislative frameworks for equality and diversity in Health and Social Care

Key Legislative Frameworks are those pieces of legislation that have been put in place to protect people from discrimination and promote equal opportunities and inclusion.

Students should look at current legislation in the country or area of interest e.g.:

- Equality legislation

- Human Rights Convention and legislation
- Data protection
- Mental Health Act 2007 (UK) Health and Social Care Act 2008 (UK)

Other regulations and guidelines can include:

- Organisations issuing regulations and guidance e.g. World Health Organisation; in UK: Department of Health, SCIE, NICE, Sector Skills Councils; similar in country of interest
- Codes of practice e.g., rules of conduct for social workers; common assessment frameworks; care standards
- Service user Charters e.g. entitlements and rights to service

Understand equality and diversity legislation in relation to Health and Social Care

Students should identify how key pieces of legislation identified have been interpreted in their chosen area of Health and Social Care provision. This should include how the legislative framework has been applied and the advantages and disadvantages presented to service users and providers in meeting requirements.

Importance and benefits

Everyone working in Health and Social care should understand the positive impact that can be made by promoting Equality and Diversity.

- Moral reasons for being treated fairly
- Community cohesion
- Benefits for employers and service users to include:
 - Equal opportunity
 - Inclusion
 - Individual rights such as respect and dignity
 - Individual responsibilities such as duty of care
 - Challenging discrimination
 - Embracing diversity

Understand how equality and diversity is promoted and managed in Health and Social Care

Policies and procedures

- Importance of organisational policies
- Purpose and importance of procedures
- Examples of policies and procedures
- Practical implications

Promotion and management

- Staff training
- Organisational culture
- Recording equality and diversity information/statistics
- Language issues e.g. training in words/language to be used
- Complaints procedures
- Disciplinary procedures

Be able to identify and challenge discriminatory behaviour and/or practices

Signs and indications of discrimination

- Basis of discrimination – gender, disability, age etc.
- Personal values and attitudes which can lead to discriminatory behaviour
- Individual discrimination
- Organisational discrimination
- Definitions from equality legislation e.g. Equality Act 2010
- Examples of discriminatory language and behaviour – infringement of rights, abuse of power, stereotyping, prejudice, bullying

Impact of discrimination

- On individual – marginalised, disempowered, low self-esteem etc.
- On organisations – low staff and service user morale, poor reputation for care, failure in statutory and moral duties etc.

Challenging discrimination

- Challenging language and behaviour of individuals
- Challenging practices in the organisation
- Importance of personal responsibility for challenging discrimination
- Conflict resolution