HNC
in
Health & Social Care

Unit Specifications
2015/16
Unit 1: Communicating in Health and Social Care Organisations

Unit code: T/601/1560
QCF level: 4
Credit value: 15

- **Aim**
  
The aim of this unit is to develop learners’ awareness of different forms of communication used in health and social care settings and its importance for effective service delivery.

- **Unit abstract**
  
  Learners will investigate the communication processes in health and social care settings considering the barriers to communication and ways to overcome these barriers. Learners will explore the process of communication and how effective communication can affect how individuals feel about themselves. In addition, communication systems within organisations will be critically examined and learners will gain an understanding of the legal frameworks surrounding the recording of information about people. Learners will gain an understanding of the use of information and communication technology as a tool in health and social care settings.

  Learners should note that any direct investigation of communication in health and social care placements or employment should be within the context of a job role. Due regard should be given to the confidentiality of information if used to support assessment evidence for this unit.

- **Learning outcomes**
  
  On successful completion of this unit a learner will:

  1. Be able to explore how communication skills are used in health and social care
  2. Understand how various factors influence the communication process in health and social care
  3. Be able to explore the use of information and communication technology (ICT) in health and social care.
Unit content

1 Be able to explore how communication skills are used in health and social care

Relevant theories: humanistic, behaviourist, cognitive, psychoanalytical

Techniques and purposes: techniques eg written, listening, verbal, non-verbal; purposes eg record keeping, giving information, challenging poor practice, educating, decision making, negotiating, advocacy, counselling, mentoring

Inappropriate interpersonal communication: barriers to communication eg inappropriate language, incongruent messages, misinterpretation, breach of confidentiality, breach of trust, invasion of privacy, power, threat, abuse; influences on individuals eg self-concept, self-esteem, self-image, ideal self, prejudice, stereotyping, values and beliefs, stress

Supporting specific communication needs: alternative language; language aids eg Braille, signing, Makaton; advocacy, interpretation, translation; environmental conditions, technological aids; processes for accessing additional support

Maintaining confidentiality: privacy, confidentiality, disclosure, protection of individuals, rights and responsibilities

2 Understand how various factors influence the communication process in health and social care

Values and culture: factors eg beliefs, age, sex, sexuality, ethnicity, gender, education, social class

Legislation, charters and codes of practice: national, European, United Nations (UN) as appropriate eg equality, diversity, discrimination, confidentiality and sharing information

Organisational systems and policies: information, documents, systems, structures, procedures, practices

Good practice: in accordance with practice and service standards, challenging discrimination, ethics, values, ensuring dignity and rights; data protection (recording, reporting, storage, security and sharing of information)

3 Be able to explore the use of information and communication technology (ICT) in health and social care

Standard ICT software: word-processing, spreadsheets, database, information retrieval, internet, intranet (if available), email, image software

Benefits to users: meeting individual needs, administration of treatments, efficiency of administrative processes, accuracy of records, communication, maintaining independence

Benefits to care workers and organisations: meeting needs of staff, business administration, efficiency, quality of service, meeting requirement of other agencies, accountability, audit

Legal considerations: health and safety eg postural, visual, stress; data protection eg accuracy, security, relevance, up to date, confidentiality, consequences of breaking data protection legislation; access to records
## Learning outcomes and assessment criteria

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<thead>
<tr>
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| **LO1** Be able to explore how communication skills are used in health and social care | 1.1 apply relevant theories of communication to health and social care contexts  
1.2 use communication skills in a health and social care context  
1.3 review methods of dealing with inappropriate interpersonal communication between individuals in health and social care settings  
1.4 analyse the use of strategies to support users of health and social care services with specific communication needs |
| **LO2** Understand how various factors influence the communication process in health and social care | 2.1 explain how the communication process is influenced by values and cultural factors  
2.2 explain how legislation, charters and codes of practice impact on the communication process in health and social care  
2.3 analyse the effectiveness of organisational systems and policies in promoting good practice in communication  
2.4 suggest ways of improving the communication process in a health and social care setting |
| **LO3** Be able to explore the use of information and communication technology (ICT) in health and social care. | 3.1 access and use standard ICT software packages to support work in health and social care  
3.2 analyse the benefits of using ICT in health and social care for users of services, care workers and care organisations  
3.3 analyse how legal considerations in the use of ICT impact on health and social care. |
**Guidance**

**Links**

Demonstration and evaluation of learners’ own use of communication skills can be assessed as part of *Unit 4: Personal and Professional Development in Health and Social Care*. The content of this unit underpins all work in health and social care and therefore has links with all units in the programme.

This unit also has links with the National Occupational Standards in Health and Social Care. See *Annexe B* for mapping.

This unit also has links with the National Occupational Standards in Leadership and Management for Care Services. See *Annexe C* for mapping.

**Essential requirements**

Access to ICT facilities, including the internet is essential to ensure sufficient competence can be demonstrated. Learners will need to be familiar with the systems and processes of record keeping (particularly of the Data Protection Act), and communication within the workplace.

Learners will also require opportunities to practise and demonstrate use of communication skills which can be assessed either in the workplace (as long as confidentiality is maintained and permissions obtained) or in a simulated environment.

**Employer engagement and vocational contexts**

It would be useful for learners to engage in communication activities with users of health and social care services and practitioners in vocational contexts.

Input by specialists such as speech therapists or a sign language interpreter may help understanding of how to support individuals who have specific communication needs.
Unit 2: Principles of Health and Social Care Practice

Unit code: Y/601/1566
QCF level: 5
Credit value: 15

• Aim
The aim of this unit is to develop understanding of the values, theories and policies underpinning health and social care practice and the mechanisms that exist to promote good practice.

• Unit abstract
This unit develops understanding of the values and principles that underpin the practice of all those who work in health and social care. Learners will consider theories and policies that underpin health and social care practice and explore formal and informal mechanisms required to promote good practice by individuals in the workforce, including strategies that can influence the performance of others.

• Learning outcomes
On successful completion of this unit a learner will:
1. Understand how principles of support are implemented in health and social care practice
2. Understand the impact of policy, legislation, regulation, codes of practice and standards on organisation policy and practice
3. Understand the theories that underpin health and social care practice
4. Be able to contribute to the development and implementation of health and social care organisational policy.
Unit content

1 **Understand how principles of support are implemented in health and social care practice**

*Principles of support*: respecting individuality, rights, choice, privacy, independence, dignity, respect and partnership; equal opportunities; respecting diversity, different cultures and values; providing care, support and attention, eg for individuals, family, friends, carers, groups and communities

*Confidentiality*: importance of, limits of, policies about sharing information

*Person-centred approach*: supporting preferences, wishes and needs; supporting privacy and dignity; supporting others to make informed choices about the services they receive

*Protection from risk of harm*: assessing risk to self and others; right of individuals to take risks; informing relevant people about identified risks

2 **Understand the impact of policy, legislation, regulation, codes of practice and standards on organisation policy and practice**

*Current policy*: as relevant eg Every Child Matters, Rights to Action, Quality Protects, Children First; current policy guidance eg Procurement, working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children, Valuing People, Filling the Promises

*Current legislation*: as relevant eg the Care Standards Act, 2000

*Current regulations*: as relevant eg Care Homes Regulations, 2001, The Care Homes (Wales) Regulations 2002

*Current codes of practice*: as relevant eg Code of Practice for Social Care Workers and Code of Practice for Employers of Social Care Workers, The Code: standards of conduct, performance and ethics for nurses and midwives

*Impact of initiatives*: changes to practice, development needs

3 **Understand the theories that underpin health and social care practice**

*Explanations for the characteristics and circumstances of individuals*: theories of human growth and development; managing loss and change; managing stress and behaviour

*Social processes*: leading to marginalisation, isolation and exclusion eg poverty, unemployment, poor health, disablement, lack of education and other sources of disadvantage; their impact on the demand for health and social care services

*Nature of health and social care services in a diverse society*: concepts eg prejudice, interpersonal, institutional and structural discrimination, empowerment and anti-discriminatory practices

*Inter-professional working*: significance of partnership working eg social care, education, housing, health, income maintenance and criminal justice services
4 Be able to contribute to the development and implementation of health and social care organisational policy

Considerations: supervision, roles and accountability; quality assurance systems; maintaining and upgrading knowledge and skills; support networks and professional registration; working with the regulators.
## Learning outcomes and assessment criteria

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</table>
| LO1 Understand how principles of support are implemented in health and social care practice | 1.1 explain how principles of support are applied to ensure that individuals are cared for in health and social care practice  
1.2 outline the procedure for protecting clients, patients, and colleagues from harm  
1.3 analyse the benefit of following a person-centred approach with users of health and social care services  
1.4 explain ethical dilemmas and conflict that may arise when providing care, support and protection to users of health and social care services |
| LO2 Understand the impact of policy, legislation, regulation, codes of practice and standards on organisation policy and practice | 2.1 explain the implementation of policies, legislation, regulations and codes of practice that are relevant to own work in health and social care  
2.2 explain how local policies and procedures can be developed in accordance with national and policy requirements  
2.3 evaluate the impact of policy, legislation, regulation, and codes of practice on organisational policy and practice |
| LO3 Understand the theories that underpin health and social care practice | 3.1 explain the theories that underpin health and social care practice  
3.2 analyse how social processes impact on users of health and social care services  
3.3 evaluate the effectiveness of inter-professional working |
| LO4 Be able to contribute to the development and implementation of health and social care organisational policy. | 4.1 explain own role, responsibilities, accountabilities and duties in the context of working with those within and outside the health and social care workplace  
4.2 evaluate own contribution to the development and implementation of health and social care organisational policy  
4.3 make recommendations to develop own contributions to meeting good practice requirements. |
Guidance

Links

This unit links with and underpins many of the units directly connected with practice and with managing activities, in particular:

- Unit 1: Communicating in Health and Social Care Organisations
- Unit 9: Empowering Users of Health and Social Care Services
- Unit 10: Safeguarding in Health and Social Care
- Unit 16: Understanding Specific Needs in Health and Social Care
- Unit 17: Community Development Work
- Unit 21: Supporting Significant Life Events
- Unit 22: Developing Counselling Skills for Health and Social Care
- Unit 28: Work-based Experience.

This unit also has links with the National Occupational Standards in Health and Social Care. See Annexe B for mapping.

This unit also has links with the National Occupational Standards in Leadership and Management for Care Services. See Annexe C for mapping.

Essential requirements

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and management aspect of this unit.

Learners must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health and social care.

Case study material is essential, and can be provided by the tutor or based on learners’ work situations.

Employer engagement and vocational contexts

A letter to employers which briefly outlines the learning outcomes of this unit may be helpful to support the learner’s workplace learning needs.
Unit 3: Health and Safety in the Health and Social Care Workplace

Unit code: K/601/1569
QCF level: 4

Credit value: 15

- **Aim**

  The aim of this unit is to develop learners’ understanding about their responsibilities in ensuring the health and safety of the health and social care workplace and the people within it.

- **Unit abstract**

  Health and safety is an essential consideration for all practitioners in health and social care and this unit will enable learners to develop an understanding of the importance of continually monitoring the implementation of health and safety legislation and policies within any health and social care setting.

  Learners will gain a clear understanding of the implications of relevant legislation for their own role and the implementation of policies and systems in their own workplace. The importance of record keeping, monitoring and review health and safety policies and procedures will also be considered.

  Elements of this unit should be contextualised, where possible, to an appropriate setting relevant to learners’ workplace in health and social care.

- **Learning outcomes**

  On successful completion of this unit a learner will:

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

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

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

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

*Concept of risk, safety and security:* minimum risk, zero risk; risk for individuals and property; public liability; hazard; restraint; accident prevention; first aid; protection from harm; security versus safety; substances; practices; equipment; premises

*Systems, policies and procedures for communicating information:* exemplar pro formas; training; organisational culture; use of different media; exchange of information; record keeping; enforcement; compliance

*Responsibilities for management of health and safety:* organisational responsibilities (employers; employees; external agencies; visitors eg users of service, carers); monitoring and evaluating processes; auditing; inspecting the workplace; management structure and representation


*Implementation:* safety aids eg walking aid, wheelchair, hoist; security systems eg door locks, cameras, gates, alarms, patrol; maintenance eg ventilation, temperature control, buildings; consequences of malfunction/breakdown of equipment

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**

*Care planning:* meeting needs; ensuring safety; security; maximising wellbeing; principles of good practice

*Dilemmas:* risk-benefit analysis; risk to self and others; resource implications; differing priorities between stakeholders

*Implications of non-compliance:* financial; legal; moral; physical; health

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

*Monitor and review:* audit of risks; review of practice; learning from experience; updating of policies and procedures

*Positive health and safety culture:* individuals; teams; managers; organisational levels

*Own contributions:* responsibilities; compliance; training; practices; interactions with individuals, groups and agencies
## Learning outcomes and assessment criteria

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</table>
| LO1 Understand how health and safety legislation is implemented in the health and social care workplace | 1.1 review systems, policies and procedures for communicating information on health and safety in the health and social care workplace in accordance with legislative requirements  
1.2 assess the responsibilities in a specific health and social care workplace for the management of health and safety in relation to organisational structures  
1.3 analyse health and safety priorities appropriate for a specific health and social care workplace |
| LO2 Understand the ways in which health and safety requirements impact on customers and the work of practitioners in the health and social care workplace | 2.1 analyse how information from risk assessments informs care planning for individuals and organisational decision making about policies and procedures  
2.2 analyse the impact of one aspect of health and safety policy on health and social care practice and its customers  
2.3 discuss how dilemmas encountered in relation to implementing systems and policies for health, safety and security may be addressed  
2.4 analyse the effect of non-compliance with health and safety legislation in a health and social care workplace |
| LO3 Understand the monitoring and review of health and safety in the health and social care workplace | 3.1 explain how health and safety policies and practices are monitored and reviewed  
3.2 analyse the effectiveness of health and safety policies and practices in the workplace in promoting a positive, healthy and safe culture  
3.3 evaluate own contributions to placing the health and safety needs of individuals at the centre of practice. |
Links

This unit has links with, for example:

- Unit 4: Personal and Professional Development in Health and Social Care
- Unit 9: Empowering Users of Health and Social Care Services
- Unit 10: Safeguarding in Health and Social Care.

This unit also has links with the National Occupational Standards in Health and Social Care. See Annexe B for mapping.

This unit may also have links with the National Occupational Standards in Leadership and Management for Care Services. See Annexe C for mapping.

Essential requirements

Tutors must be conversant with the application of health and safety legislation in relevant settings.

The learner’s evaluative account of one aspect of health and safety in the workplace must be validated. This could be in the form of a witness statement from a workplace supervisor, or an observation record from their assessor.

Learners must be given the opportunity to carry out a risk assessment within the workplace. Ideally this would be in a setting relevant to their occupational sector, but if this is not possible a simulation of the setting will suffice.

Employer engagement and vocational contexts

Visiting speakers from relevant settings and health and safety specialists would help learners to understand of legislative requirements and their management – especially for those learners undertaking a simulated risk assessment.
Unit 4: Personal and Professional Development in Health and Social Care

Unit code: K/601/1572
QCF level: 4

Credit value: 15

• Aim

The aim of this unit is to encourage learners to develop as reflective practitioners by applying their understanding and skills to their own health and social care setting.

• Unit abstract

This unit provides learners with an opportunity to develop as reflective practitioners. A minimum of 200 hours of work experience will be completed in order to achieve the unit. This practice will provide the basis of evidence for assessment of the unit.

Learners’ practice, observations and learning in the workplace will be supplemented with wider understanding and knowledge from all parts of the course.

Evidence of learning will be presented through a portfolio that reflects the learner’s ability as a reflective practitioner. Planning, monitoring and revision of personal development plans would be appropriate evidence for achieving personal targets and learning outcomes.

Evidence from workplace settings should be validated and authenticated by appropriately qualified expert witnesses.

It is essential that learners and assessors respect the confidentiality of information from the workplace at all times.

• Learning outcomes

On successful completion of this unit a learner will:

1. Understand how personal values and principles influence individual contributions to work in health and social care settings
2. Be able to produce, monitor, revise and evaluate plans for personal progress in developing the skills and abilities required of a health and social care practitioner
3. Understand the application of principles of professional engagement with users of health and social care services
4. Be able to demonstrate development of own skills and understanding in relation to working with others in health and social care practice.
Unit content

1 Understand how personal values and principles influence individual contributions to work in health and social care settings

- **Personal values**: influences of eg beliefs and preferences, culture, political perspectives, interests and priorities, change over lifespan
- **Culture and experiences**: influences of eg family, ethnicity, belief, education, employment, age and gender, life events
- **Values and principles**: equal rights, diversity, confidentiality, protection from abuse and harm
- **New developments**: legislation, policies, research, priorities and targets
- **Change to personal values**: influences of eg overcoming of tensions between personal values and principles of good practice; differences relating to values of others eg users of service, workplace organisations, other people with whom you work

2 Be able to produce, monitor, revise and evaluate plans for personal progress in developing the skills and abilities required of a health and social care practitioner

- **Own abilities and learning styles**: planning cycle, practical skills, interpersonal skills, application to practice, level of performance, learning experiences and preferred learning style
- **Personal development plan**: for acquiring new skills, updating practice, learning, career development; three months, one year, five years

3 Understand the application of principles of professional engagement with users of health and social care services

- **Professional relationships**: with individuals, their family and friends, team members, line managers, workers in other agencies; rights and responsibilities of users of service versus care workers and others; professional codes; trust; advocacy; empowerment
- **Models of support**: medical health versus social model; individual benefit versus organisational benefit
- **Dilemmas**: risk, abuse, challenging behaviour, conflict, ethics, confidentiality versus disclosure, expectations changing over time, conflicts between principles of good practice and values of others
- **Own practice**: roles eg meeting needs of users of service, provider of health and social care services, facilitator, advocate, adviser, counsellor, mentor
- **Barriers**: miscommunication, different professional codes of practice, group cohesiveness, personalities
4 Be able to demonstrate development of own skills and understanding in relation to working with others in health and social care practice

Own contribution: skills, knowledge, understanding, communication information, responsibilities; models of reflection, critical reflection

Collective effectiveness of teams: meeting needs and expectations of users of service, improving team performance, supporting other team members, meeting objectives, formal and informal roles within organisational structures and systems

Barriers: interpersonal interactions; professional codes, differing priorities, expectations, experience, accountability
## Learning outcomes and assessment criteria

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| LO1 Understand how personal values and principles influence individual contributions to work in health and social care settings | 1.1 compare personal values and principles with the principles of support for working in health and social care  
1.2 assess how personal culture and experience influence own role in supporting users of services and others in health and social care settings  
1.3 discuss how new developments and changes to personal values can impact on work in health and social care  |
| LO2 Be able to produce, monitor, revise and evaluate plans for personal progress in developing the skills and abilities required of a health and social care practitioner | 2.1 assess current skills ability and learning style  
2.2 produce a holistic development plan with short-medium- and long-term goals  
2.3 monitor progress against the plan according to the requirements of a health and social care practitioner, revising the plan as required  
2.4 evaluate the effectiveness of the development plan to own development as a health and social care practitioner  |
| LO3 Understand the application of principles of professional engagement with users of health and social care services | 3.1 explain the nature of different professional relationships in health and social care contexts  
3.2 evaluate personal effectiveness in promoting and supporting the rights of the individual  
3.3 discuss ways to resolve issues encountered in professional relationships  |
| LO4 Be able to demonstrate development of own skills and understanding in relation to working with others in health and social care practice. | 4.1 evaluate the effectiveness of personal contributions when working with others in health and social care practice  
4.2 explain how the limits of own work role impacts on work with others  
4.3 analyse own role in minimising barriers to effective teamwork in health and social care practice  
4.4 discuss how to improve personal contributions to the collective effectiveness of a team.  |
Guidance

Links

This unit has links with, for example:

- Unit 23: Employability Skills
- Unit 28: Work-based Experience.

This unit should be completed prior to progressing onto these optional units.

This unit also has links with the National Occupational Standards in Health and Social Care. See Annexe B for mapping.

This unit also has links with the National Occupational Standards in Leadership and Management for Care Services. See Annexe C for mapping.

Essential requirements

A minimum of 200 hours of work experience must be completed to achieve this unit. Liaison with work-based mentors is recommended to ensure learner experience in practice settings is appropriate in addressing all the learning outcomes and assessment criteria.

Learners will need individual support through tutorials and meetings with work-place mentors to devise appropriate development plans.

Learners will need guidance about presenting evidence so that it effectively reflects their abilities as a developing care worker in the field of health or social care.
Unit 5: Working in Partnership in Health and Social Care

Unit code: F/601/1576
QCF level: 5
Credit value: 15

• Aim

The aim of this unit is to enable learners to develop understanding of the importance of working positively in partnership with others in health and social care.

• Unit abstract

Working in partnership is a key element of practice within health and social care. The concepts of power sharing, consultation and joint ways of working are essential for effective service provision. Health and social care professionals need to understand the importance of promoting autonomy with individuals. They also need to be aware of their own roles and responsibilities and how they relate to others within the sector.

Learners will explore the nature of partnership on three levels. First they will examine partnerships with users of services that empower individuals to make informed decisions and encourage independence. Second they will consider partnerships between different professionals within health and social care and explore inter-agency working. Finally, they will investigate organisational partnerships and examines different ways of joint working at a strategic level. Learners will study a range of theories and research findings relating to partnership philosophies and joint working practices. Methods of promoting positive partnership working will be analysed along with relevant legislation and organisational policies and procedures. Learners will also examine strategies to improve the outcomes of partnership working for users of services, professionals and organisations.

• Learning outcomes

On successful completion of this unit a learner will:
1. Understand partnership philosophies and relationships in health and social care services
2. Understand how to promote positive partnership working with users of services, professionals and organisations in health and social care services
3. Be able to evaluate the outcomes of partnership working for users of services, professionals and organisations in health and social care services.
Unit content

1 Understand partnership philosophies and relationships in health and social care services

Partnership philosophies: empowerment; independence; autonomy; respect; power sharing; making informed choices

Partnership relationships: with users of services eg children, elderly, young people in care, people with disabilities, people with learning difficulties, people with mental health issues, patients, refugees, asylum seekers; with professional groups eg social workers, health workers, educationalists, therapists, support workers; with organisations eg statutory, voluntary, private, independent, charitable, community forums

2 Understand how to promote positive partnership working with users of services, professionals and organisations in health and social care services

Positive partnership working: empowerment; theories of collaborative working; informed decision making; information sharing; confidentiality; professional roles and responsibilities; models of working eg unified, coordinated, coalition and hybrid models; management structures; communication methods; current inter-disciplinary and inter-agency working eg Multi-Area Agreements (MAA), Local Area Agreements (LAA); joint working agreements

Legislation affecting partnership working: current and relevant legislation eg relating to health, social care, safeguarding children and young people, mental health, disability, data protection, diversity, equality and inclusion

Organisational practices and policies: current and relevant practices; agreed ways of working; statutory, voluntary and private agency practices; local, regional and national policy documents produced by eg government departments, specialists units, voluntary agencies; risk assessment procedures; employment practices; service planning procedures

3 Be able to evaluate the outcomes of partnership working for users of services, professionals and organisations in health and social care services

Outcomes for users of services: positive outcomes eg improved services, empowerment, autonomy, informed decision making; negative outcomes eg neglect, abuse, harm, anger, miscommunication, information overload, confusion, frustration, duplication of service provision, disempowerment

Outcomes for professionals: positive outcomes eg coordinated service provision, professional approach, clear roles and responsibilities, organised communication, avoidance of duplication, preventing mistakes, efficient use of resources; negative outcomes eg professional rivalry, miscommunication, time wasting, mismanagement of funding

Outcomes for organisations: positive outcomes eg coherent approach, shared principles, comprehensive service provision, common working practices, integrated services; negative outcomes eg communication breakdown, disjointed service provision, increased costs, loss of shared purpose
Barriers to partnership working: lack of understanding of roles and responsibilities; negative attitudes; lack of communication, not sharing information; different priorities; different attitudes and values

Strategies to improve outcomes: communication, information sharing; consultation; negotiation; models of empowerment; collective multi-agency working; dealing with conflict; stakeholder analysis
## Learning outcomes and assessment criteria

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<tr>
<td><strong>LO1</strong> Understand partnership philosophies and relationships in health and</td>
<td>1.1 explain the philosophy of working in partnership in health and social care</td>
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<tr>
<td>social care services</td>
<td>1.2 evaluate partnership relationships within health and social care services</td>
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<td><strong>LO2</strong> Understand how to promote positive partnership working with users of</td>
<td>2.1 analyse models of partnership working across the health and social care sector</td>
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<td>services, professionals and organisations in health and social care services</td>
<td>2.2 review current legislation and organisational practices and policies for partnership</td>
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<td>working in health and social care</td>
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<td>2.3 explain how differences in working practices and policies affect collaborative working</td>
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<td><strong>LO3</strong> Be able to evaluate the outcomes of partnership working for users of</td>
<td>3.1 evaluate possible outcomes of partnership working for users of services, professionals</td>
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<td>services, professionals and organisations in health and social care services.</td>
<td>and organisations</td>
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<td>3.2 analyse the potential barriers to partnership working in health and social care services</td>
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<td>3.3 devise strategies to improve outcomes for partnership working in health and social care services</td>
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 Guidance

Links

This unit has links with, for example:

- Unit 1: Communicating in Health and Social Care Organisations
- Unit 2: Principles of Health and Social Care Practice
- Unit 17: Community Development Work
- Unit 21: Supporting Significant Life Events.

This unit also has links with the National Occupational Standards in Health and Social Care. See Annex B for mapping.

This unit also has links with the National Occupational Standards in Leadership and Management for Care Services. See Annex C for mapping.

Essential requirements

Tutors must have sound knowledge of the working practices of a range of different services in health and social care, housing and education. The philosophy of working in partnership will need to be outlined with reference to the Children Act 2004, the NHS and Community Care Act 1990 and the Working Together 1999 document and current and emerging policy initiatives.

Employer engagement and vocational contexts

The delivery of this unit relies heavily on employer engagement and would benefit from professional input. Access to policy on partnership from different organisations would be useful as would case studies from a range of health and social care contexts.
Unit 7: Social Policy

Unit code: M/601/1590
QCF level: 4

Credit value: 15

• Aim

The aim of this unit is to enable learners to investigate the origins of social policies and their impact on health and social care services.

• Unit abstract

This unit covers the many factors that influence social policy, including historical, conceptual, political, regional, national and other agents of social change. Learners will explore their effect on social policy. It will be possible to encompass a variety of health and social care sectors in the delivery of this unit.

Analysis of social policy will enable learners to evaluate sufficiency and deficiency in provision. Tracing developments from 1945 to the present, learners will compare and contrast major competing perspectives and examine key contemporary issues for policy makers, welfare recipients, providers and stakeholders.

• Learning outcomes

On successful completion of this unit a learner will:

4 Understand the significant historical and contemporary landmarks in social welfare provision
5 Understand the origins of social policies
6 Understand the impact of social policies on users of health and social care services
7 Be able to carry out an investigation into recent developments in health and social care policy.
Unit content

4 Understand the significant historical and contemporary landmarks in social welfare provision

Social policy: definition of; distinguishing social policy from organisational policy

World War II and its effects on provision and attitudes to welfare: Beveridge and Bevan and the inception of the welfare state; the range of social policy eg income maintenance, employment and benefits, health, housing, social services, education

Post-war: ‘consensus’ and differences eg the influence of Butler, Gaitskell; ending of consensus; The New Right and Thatcherism; ‘New Labour’ and social inclusion; devolution; personalised services

5 Understand the origins of social policies

Ideology: universalism; individual liberty/laissez-faire; ideological issues, eg poverty, eligibility, means testing and targeting, family and community values

The roles of institutions: Parliament; the European Union; local government; devolved government; government agencies; other relevant roles eg political parties, committees, enquiries

Influences on policy: movements and pressure groups; campaigns; the media; users of services; administrators

6 Understand the impact of social policies on users of health and social care services

How impact can be measured: methods eg service user feedback, research, statistics, organisational policy responses, practice experience; difficulties in measuring impact

Broader strategies: behind individual and organisational roles; how policy is implemented; how and why ‘problems’ are defined in certain ways

The impact of policy on specific groups: positive and negative impacts on eg older people, children, people with disabilities, youth offenders; successful policy implementation (barriers to, characteristics of)

7 Be able to carry out an investigation into recent developments in health and social care policy

National models and ‘the living laboratory’: England; Northern Ireland; Scotland; Wales

Current initiatives: as relevant to learner and home country eg gender, ethnic issues, poverty and social security, health and health services, community care, disability, crime and criminal justice
# Learning outcomes and assessment criteria

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria for pass</th>
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<tbody>
<tr>
<td><strong>On successful completion of this unit a learner will:</strong></td>
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<tr>
<td>LO1 Understand the significant historical and contemporary landmarks in social welfare provision</td>
<td>1.5 outline significant historical and contemporary landmarks in social policy</td>
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<td></td>
<td>1.6 explain how the changes in ideological approach since 1945 have impacted on contemporary social policies</td>
</tr>
<tr>
<td>LO2 Understand the origins of social policies</td>
<td>2.5 analyse the processes involved in the development of a key Act of Parliament</td>
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<td></td>
<td>2.6 evaluate different influences on the development of social policy, including ideologies</td>
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<tr>
<td>LO3 Understand the impact of social policies on users of health and social care services</td>
<td>3.4 analyse how social policy is implemented by organisations and practitioners</td>
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<td></td>
<td>3.5 explain how the impact of social policy on users of health and social care services can be measured</td>
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<tr>
<td></td>
<td>3.6 evaluate the impact of a specific policy on users of the relevant health and social care service</td>
</tr>
<tr>
<td>LO4 Be able to carry out an investigation into recent developments in health and social care policy.</td>
<td>• evaluate a recent development in health and social care policy</td>
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<tr>
<td></td>
<td>• analyse the differences in formation and adaption of social policy initiatives from other national perspectives</td>
</tr>
</tbody>
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Guidance

Links

This unit has links with, for example:

5  Unit 8: The Sociological Context of Health and Social Care
6  Unit 11: The Role of Public Health in Health and Social Care
7  Unit 19: Contemporary Issues in Health and Social Care.

This unit also has links with the National Occupational Standards in Health and Social Care. See Annexe B for mapping.

This unit also has links with the National Occupational Standards in Leadership and Management for Care Services. See Annexe C for mapping.

Essential requirements

There are no essential requirements for this unit.

Employer engagement and vocational contexts

The vocational experiences of learners are invaluable in providing case material, particularly with support from employers or placement supervisors.

Observation visits could be useful, for example to the National Assembly for Wales.
Unit 8: The Sociological Context of Health and Social Care

Unit code: F/601/1593
QCF level: 4
Credit value: 15

2 Aim
The aim of this unit is to help learners gain understanding of sociological concepts and their application to policy making and care practice in health and social care.

3 Unit abstract
This unit enables learners to gain understanding of the nature of contemporary society. Learners will explore how society is structured in terms of age, gender, ethnicity, social class, family and households. Learners will also consider the impact of marriage, partnership formation and relationship breakdown on health and wellbeing.

The focus of the unit will be to consider the impact that social inequalities in society have on policy-making and care practice in health and social care. Learners will examine the factors that contribute to health and wellbeing from sociological perspectives and will explore health inequalities. Learners will develop an understanding of how social factors influence the provision and delivery of health and social care services and their role as a key determinant affecting health and social care outcomes for individuals.

4 Learning outcomes
On successful completion of this unit a learner will:

3 Understand the contemporary nature of society
4 Understand how social inequalities influence the life chances and health status of individuals
5 Understand sociological concepts and theory in relation to contemporary social and health issues.
4 Understand the contemporary nature of society

*Political and economic constructs*: systems of stratification (age, gender, ethnicity, social class, households, partnership formation and relationship breakdown)

*Social constructs*: family and households; community; education; work; unemployment; leisure

*Societal change*: demographic (population profiles, national, regional); economic (wealth, technological development)

*Cultural values and beliefs*: related to diversity; ethnicity; religious belief; distribution of income and wealth

Implications for health and social care sector: services; resources; access

5 Understand how social inequalities influence the life chances and health status of individuals

*Sources of data*: the census; birth and death registrations; population estimates and projections; population locations

*Sociological perspectives*: conflict and consensus theories; social construct theories

*Inequalities in health and social care*: biological factors (heredity); individual needs; access issues; health and social care outcomes

*Health status*: holistic consideration of health and wellbeing status; physical eg immune status; mental health; emotional health; social health eg friendship networks, mobility

*Life chances*: education opportunity; housing; social networks; employment; affluence; lifestyle choices; risks eg accidents, deviant behaviours; access to support

6 Understand sociological concepts and theory in relation to contemporary social and health issues

*Sociological definitions of*: health; illness; disability

*Social issues and problems in contemporary society*: population change eg proportion of working age, population mobility, pensions, changing care needs and expectations; work eg stress, changing nature of work, unemployment, distribution of wealth; technological advances eg in therapies, assistive technologies, expectations; lifestyle choices eg leisure, activity, substance misuse; the role of politics, media and public opinion in shaping the health and social care agenda

*Social inequalities in contemporary society*: life chances; physical environment eg housing, transport, urban versus rural, employment, pollution; choice and access to services eg education, social care, health care; resources eg income, benefits, time; the ability of services to compensate for biological factors influencing health and wellbeing
## Learning outcomes and assessment criteria

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<tr>
<td><strong>LO1 Understand the contemporary nature of society</strong></td>
<td>4.4 explain how political, social and economic constructs can be used to categorise society</td>
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<td></td>
<td>4.5 review current trends in societal change, including how these might shape social expectations</td>
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<td></td>
<td>4.6 discuss the influence of cultural values and beliefs in society</td>
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<td></td>
<td>4.7 evaluate the implications of societal change for the health and social care sector</td>
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<tr>
<td><strong>LO2 Understand how social inequalities influence the life chances and health status of individuals</strong></td>
<td>• use data to explain inequalities which exist in health and social care</td>
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<tr>
<td></td>
<td>• analyse social inequalities from a sociological perspective</td>
</tr>
<tr>
<td></td>
<td>• analyse how inequalities which exist in health and social care can impact on an individual's health status and life chances</td>
</tr>
<tr>
<td><strong>LO3 Understand sociological concepts and theory in relation to contemporary social and health issues.</strong></td>
<td>• apply sociological concepts and theory to definitions of health and wellbeing</td>
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<tr>
<td></td>
<td>• use data to explain how social and health issues are socially constructed</td>
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<tr>
<td></td>
<td>• explain the possible implications of social and health issues for health and social care service providers</td>
</tr>
<tr>
<td></td>
<td>• analyse social and health issues in terms of their impact on the health and wellbeing of individuals in society.</td>
</tr>
</tbody>
</table>
Guidance

Links

This unit has links with, for example:

4 Unit 2: Principles of Health and Social Care Practice
5 Unit 7: Social Policy
6 Unit 17: Community Development Work.

This unit also has links with the National Occupational Standards in Health and Social Care. See Annexe B for mapping.

This unit also has links with the National Occupational Standards in Leadership and Management for Care Services. See Annexe C for mapping.

Essential requirements

There are no specific requirements for this unit, but an appropriate selection of books and journals is strongly recommended. In particular, the following resource is critical reading for sociological study at this level:


Employer engagement and vocational contexts

Input from specialists, for example community or social workers, would be beneficial to the delivery of this unit.
Unit 11: The Role of Public Health in Health and Social Care

Unit code: H/601/1604
QCF level: 4
Credit value: 15

• Aim
The aim of this unit is to raise learners’ awareness of factors influencing public health and the different approaches taken to reduce incidence of disease and illness in communities.

• Unit abstract
The unit requires learners to investigate the roles of different agencies working within communities to reduce the incidence of disease and illness. They will investigate infectious and non-infectious diseases that are widespread in their own country and analyse the effectiveness of strategies that are in place to control the incidence of disease. Regional, national and international perspectives and priorities will be considered. This will be followed by investigating the health and social care provision that is available and then analysing factors that influence the wellbeing of individuals within a care setting.

• Learning outcomes
On successful completion of this unit a learner will:
8 Understand different approaches and strategies used to measure, monitor and control the incidence of disease in communities
9 Be able to investigate the implications of illness and disease in communities for the provision of health and social care services
10 Understand the factors influencing the health and wellbeing of individuals in health or social care settings.
Unit content

8 Understand different approaches and strategies used to measure, monitor and control the incidence of disease in communities

Roles of different agencies: local, national, international agencies eg local authorities, health trusts, government, European Union, World Health Organization, voluntary organisations

Epidemiology: incidence (geographical distribution, incidence rates, trends); vulnerable groups; causes; spread and controls

Infectious disease: one of eg influenza, food/water borne infections, HIV/AIDS, a childhood illness, tuberculosis, MRSA

Non-infectious disease: one of eg malignant disease, cardiovascular diseases obesity, asthma

Statistical data: graphical, numerical, tabular; probabilities, incidence rates, trends

Approaches and strategies: surveillance, screening, immunisation, education, legislation, social welfare, environmental controls

9 Be able to investigate the implications of illness and disease in communities for the provision of health and social care services

Priorities and approaches: prevention, treatment, palliative care, remedial care

Relationship: planning, facilities, expertise, partnership working, funding, individual versus public good

Lifestyle choices: diet, exercise, substance use, work culture, relaxation

10 Understand the factors influencing health and wellbeing of individuals in health or social care settings

Priorities: factors eg safety and security, mobility, diet, hygiene, intellectual, social, emotional needs

Strategies, systems and policies: organisation of service provision, quality of provision, choices, complaints policies, partnerships, involvement of friends and family

Activity to encourage behaviour change: education, physical exercise, games, consultation exercises (eg focus group), input from specialists
## Learning outcomes and assessment criteria

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<td>The learner can:</td>
</tr>
<tr>
<td>LO1 Understand different approaches and strategies used to measure, monitor and</td>
<td>1.7 explain the roles of different agencies in identifying levels of health and disease in</td>
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<tr>
<td>control the incidence of disease in communities</td>
<td>communities</td>
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<td></td>
<td>1.8 explain, using statistical data, the epidemiology of one infectious and one non-infectious</td>
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<td>disease that is widespread in their own country</td>
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<td></td>
<td>1.9 evaluate the effectiveness of different approaches and strategies to control the</td>
</tr>
<tr>
<td></td>
<td>incidence of disease in communities</td>
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<tr>
<td>LO2 Be able to investigate the implications of illness and disease in communities</td>
<td>2.7 use relevant research to determine current priorities and approaches to the provision</td>
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<td>for the provision of health and social care services</td>
<td>of services for people with disease or illness</td>
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<td></td>
<td>2.8 explain the relationship between the prevalence of disease and requirements of</td>
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<td></td>
<td>services to support individuals within the health and social care provision</td>
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<tr>
<td></td>
<td>2.9 analyse the impact of current lifestyle choices on future needs for health and social</td>
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<td></td>
<td>care services</td>
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<tr>
<td>LO3 Understand the factors influencing health and wellbeing of individuals in</td>
<td>3.7 assess the health and wellbeing priorities for individuals in a particular health or</td>
</tr>
<tr>
<td>health or social care settings.</td>
<td>social care setting</td>
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<td></td>
<td>3.8 evaluate the effectiveness of strategies, systems and policies in a health or social</td>
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<td></td>
<td>care setting</td>
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<td></td>
<td>3.9 discuss changes that could be made to improve the health and wellbeing of individuals</td>
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<td>in a health or social care setting</td>
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<td></td>
<td>3.10 evaluate an activity that has been implemented to encourage behaviour change for</td>
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<td></td>
<td>maximising health for individuals in a health or social care setting.</td>
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</table>
UNIT 11: THE ROLE OF PUBLIC HEALTH IN HEALTH AND SOCIAL CARE

Links

This unit has links with, for example:
5  Unit 15: Psychology for Health and Social Care
6  Unit 16: Understanding Specific Needs in Health and Social Care
7  Unit 18: Complementary Therapies
8  Unit 19: Contemporary Issues in Health and Social Care
9  Unit 23: Employability Skills
10 Unit 28: Work-based Experience.

This unit also has links with the National Occupational Standards in Health and Social Care. See Annexe B for mapping.

Essential requirements

This unit will require input from health-related professionals with understanding and experience of health promotion, epidemiology and related work.

Employer engagement and vocational contexts

Input from specialists in public and environmental health would be beneficial. Access to local health plans and records would be useful as well as access to national and international statistics on the incidence of diseases and disorders.

Learners could also have access to work experience which would enhance their experience and access to information required for this unit.