<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>PAGE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Programme Overview</td>
<td>4</td>
</tr>
<tr>
<td>Registration</td>
<td>4</td>
</tr>
<tr>
<td>Assessment and Certification Procedure</td>
<td>4</td>
</tr>
<tr>
<td>Subjects of Study</td>
<td>5</td>
</tr>
<tr>
<td>Unit 1: Communicating in Health and Social Care Organisation</td>
<td>7</td>
</tr>
<tr>
<td>Unit 2: Principles of Health and Social Care Practice</td>
<td>12</td>
</tr>
<tr>
<td>Unit 3: Health and Safety in the Health and Social Care Workplace</td>
<td>17</td>
</tr>
<tr>
<td>Unit 4: Personal and Professional Development in Health and Social Care</td>
<td>21</td>
</tr>
<tr>
<td>Unit 5: Working in Partnership in Health and Social Care</td>
<td>26</td>
</tr>
<tr>
<td>Unit 6: Research Project</td>
<td>31</td>
</tr>
<tr>
<td>Unit 14: Managing Financial Resources in Health and Social Care</td>
<td>36</td>
</tr>
<tr>
<td>Unit 23: Employability Skills</td>
<td>40</td>
</tr>
<tr>
<td>Assignment Schedule and Deadline Policy</td>
<td>43</td>
</tr>
<tr>
<td>Tutorial Arrangement</td>
<td>44</td>
</tr>
<tr>
<td>Appeals Procedure</td>
<td>44</td>
</tr>
<tr>
<td>Internal Contacts</td>
<td>45</td>
</tr>
<tr>
<td>Guidance for Referencing</td>
<td>45</td>
</tr>
</tbody>
</table>
Introduction

This handbook contains essential information for those students who are pursuing HND in Business course at ECBC. It sets out the structure of the programme and includes the units that will be covered. Each unit sets out the required outcomes and content and includes advice regarding appropriate delivery and assessment methods. The guidance contains further details of the teaching, learning, assessment and quality assurance of these qualifications.

Edexcel BTEC HND is a level 5 qualification. It is of a minimum of 240 credits in size. Progression from this level will be to qualifications at level 6.

In order to succeed in this course, and to derive the maximum benefit from it, students should be prepared to invest a considerable amount of time reading and preparing for class discussion. Their reading should include recommended texts and journal articles as well as quality business press. The self-study activities will also help students achieve the learning objectives of the different subjects within the course. Students will find quite a lot of guidance in the lectures, textbooks and additional recommended reading, and class discussions – particularly if they come prepared and participate. The self-study activities provide opportunities to develop academic and professional skills.

Doing well in assessment depends upon preparation and participation – as well as collaboration with classmates. Since this is a Level 5 course, students will be expected to use their independent learning and teamwork skills to a significant extent.

The primary aims of the course are to build students’ knowledge of Business and Management as well as to develop skills in putting that knowledge into practice. The course considers business and management organisations from a variety of perspectives, investigating different approaches to management decision-making with an aim to:

- Explore the complexity and integrated nature of managerial work.
- Identify and assess different methods of allocating resources to achieve corporate objectives.
- Develop your ability to critically analyse and apply management tools and techniques in a variety of decision-making contexts, and
- Investigate emerging issues and contemporary trends in Business Management.

Like all tier-4 students, class attendance is compulsory for this course. Moreover, in our experience, full participation in class activities and discussions always results in excellent results and poor participation can result in failure.
Programme Overview

The course is made up of sixteen units – six mandatory core units, and ten specialist units chosen from a list of 23 units. The specialist units enable you to study particular areas in depth, and there is opportunity to follow a clear specialist pathway. These specialist pathways are recognised in the following endorsed qualification titles:

- BTEC HND in Health and Social Care (Management)
- BTEC HND in Health and Social Care (Health)
- BTEC HND in Health and Social Care (Applied Social Studies)
- BTEC HND in Health and Social Care (Care Practice)

Registration

All the students need to do their registration with the awarding body, Edexcel, within four weeks of their induction to the course. Students, who fail to register within the given deadline, will be charged late fine and failure to register may lead to discontinuation of the course.

Students are informed during their induction session about the registration fees and deadlines. All the students are advised to attend the induction session and do the registration accordingly by consulting the course coordinator. Within four weeks of the registration, students can receive their registration numbers, which they need to bear with them for any kind of future references with Edexcel.

Assessment and Certification Procedures

Each unit is assessed by lecturers internally. Grades awarded are Pass, Merit or Distinction. This is then verified by the Internal Verifier. Finally, the external verifier from Edexcel comes in to confirm the result with Edexcel to claim certificate.
Subjects of study
Students take eight mandatory core units from the lists below. To gain an endorsed title, students must take four specialist units in the relevant box below and four other units from any of the other boxes or the list of other specialist units.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Mandatory Core Units – Total 125 credits</th>
<th>Unit Level</th>
<th>Unit Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communicating in Health and Social Care Organisations</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Principles of Health and Social Care Practice</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Health and Safety in the Health and Social Care Workplace</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Personal and Professional Development in Health and Social Care</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Working in Partnership in Health and Social Care</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Research Project</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

Specialist Units – at least 10 units with a minimum of 115 credits

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Subject</th>
<th>Unit Level</th>
<th>Unit Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Social Policy</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>The Sociological Context of Health and Social Care</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>Empowering Users of Health and Social Care Services</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>Safeguarding in Health and Social Care</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>11</td>
<td>The Role of Public Health in Health and Social Care</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>12</td>
<td>Physiological Principles for Health and Social Care</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>13</td>
<td>Managing Human Resources in Health and Social Care</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>14</td>
<td>Managing Financial Resources in Health and Social Care</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>15</td>
<td>Psychology for Health and Social Care</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>Understanding Specific Needs in Health and Social Care</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>17</td>
<td>Community Development Work</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>18</td>
<td>Complementary Therapies</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>19</td>
<td>Contemporary Issues in Health and Social Care</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Course Title</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>20</td>
<td>Supporting Independent Living</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>21</td>
<td>Supporting Significant Life Events</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>22</td>
<td>Developing Counselling Skills for Health and Social Care</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>23</td>
<td>Employability Skills</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>24</td>
<td>Understanding the Learning Process</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>25</td>
<td>Influences on Health and Social Care Organisations</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>26</td>
<td>Facilitating Change in Health and Social Care</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>27</td>
<td>Managing Quality in Health and Social Care</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>28</td>
<td>Work-based Experience</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>29</td>
<td>Health Promotion</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

* Unit 4: *Personal and Professional Development in Health and Social Care* requires at least 200 hours of work experience to be completed.

# Units 23 and 28 may not be combined in the same programme.

The Edexcel BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.
Core Units
Unit 1: Communicating in Health and Social Care Organisations

• 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.

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 e.g. 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:

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria for pass</th>
</tr>
</thead>
</table>
| **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. |
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. For further details please visit Edexcel Website.

In addition to our college library, students may find the following books useful for this unit:

Textbooks

1. *Communication Skills for Health and Social Care* by Bernard Moss
   
   [link](http://books.google.com/books?id=RKsvUeoSi7AC&printsec=frontcover&dq=communicating+in+health+and+social+care&hl=en&ei=QiNTanSHpKp8AOBu83vDQ&sa=X&oi=book_result&ct=result&resnum=1&ved=0CEMQ6AEwAA#v=onepage&q&f=false)

2. *Health and Social: AS Level for Edexcel* by Neil Moonie
   
   [link](http://books.google.com/books?id=bdFEvvSVV54C&printsec=frontcover&dq=communicating+in+health+and+social+care&hl=en&ei=8gnNTYLSI46p8APtx6XzDQ&sa=X&oi=book_result&ct=result&resnum=2&ved=0CE0Q6AEwAQ#v=onepage&q=communicating%20in%20health%20and%20social%20care&f=false)

3. *Health and Social Care (Adults)* by Yvonne Nolan
   
   [link](http://books.google.com/books?id=-tRR0JmNWWMC&printsec=frontcover&dq=communicating+in+health+and+social+care&hl=en&ei=8gnNTYLSI46p8APtx6XzDQ&sa=X&oi=book_result&ct=result&resnum=5&ved=0CFwQ6AEwBA#v=onepage&q=communicating%20in%20health%20and%20social%20care&f=false)

4. *BTEC National Health and Social Care* by Beryl Stretch
   
   [link](http://books.google.com/books?id=4osMUZqXDv4C&printsec=frontcover&dq=communicating+in+health+and+social+care&hl=en&ei=8gnNTYLSI46p8APtx6XzDQ&sa=X&oi=book_result&ct=result&resnum=6&ved=0CGEQ6AEwBQ#v=onepage&q=communicating%20in%20health%20and%20social%20care&f=false)

5. *Managing in Health and Social care* by Vivien Martin and Euan S. Henderson
Journal
Title: The Communication of information about older people between Health and Social care-
http://ageing.oxfordjournals.org/content/31/2/107.full.pdf

Website
Keywords of Communication In Health and Social Care-
https://www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/HealthAndSocialCare/BTEC/BTECLevel2FirstHealthandSocialCare/Samples/StudentBook/BTECLevel2FirstHealthandSocialCareStudentBookSampleMaterial-Unit1CommunicationinHealthandSocialCare.pdf
Unit 2: Principles of Health and Social Care Practice

* 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.

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 risk.

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, Fulfilling 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 200

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

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria for pass</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On successful completion of this unit a learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
</tbody>
</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...
| LO2 Understand the impact of policy, legislation, regulation, codes of practice and standards on organisation policy and practice | providing care, support and protection to users of health and social care services  
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. |

**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. This unit also has links with the National Occupational Standards in Leadership and Management for Care Services. Please visit Edexcel website for further details.

In addition to our college library, students may find the following books useful for this unit:

Textbooks

1. Care Matters: Concept, Practice and research in Health and Social Care by Ann Brechin
   http://books.google.com/books?id=EA6uunABsVwC&pg=PA162&dq=principles+of+health+and+social+care&hl=en&ei=tBLNTaDpB9Gz8QPLlYiCDg&sa=X&oi=book_result&ct=result&resnum=1&ved=0CDwQ6AEwAA#v=onepage&q=principles%20of%20health%20and%20social%20care&f=false

2. Key Themes In Health and Social Care: A companion to Learning by Adam Barnard
   http://books.google.com/books?id=cfM7wjIEyr8C&pg=PA149&dq=principles+of+health+and+social+care&hl=en&ei=tBLNTaDpB9Gz8QPLlYiCDg&sa=X&oi=book_result&ct=result&resnum=9&ved=0CGwQ6AEwCA#v=onepage&q=principles%20of%20health%20and%20social%20care&f=false

3. Principles of Care by Hilary Lloyd et al
   http://books.google.com/books?id=TPQfxSQ6H8sC&pg=PA134&dq=principles+of+health+and+social+care&hl=en&ei=bxbNTYrderEMGa8QOK1P3oDQ&sa=X&oi=book_result&ct=result&resnum=1&ved=0CDIQ6AEwADgK#v=onepage&q=principles%20of%20health%20and%20social%20care&f=false

4. Health Promotion Throughout the Life Span by Carole Lium Edelman et al
   http://books.google.com/books?id=Xy-XNXXwa4MC&pg=RA1-PA37&dq=principles+of+health+and+social+care&hl=en&ei=ZRfNTfu2L9Co8APUofDnDQ&sa=X&oi=book_result&ct=result&resnum=3&ved=0CEIQ6AEwAjqK#v=onepage&q=principles%20of%20health%20and%20social%20care&f=false

5. Principles of Public health Practice by F. Douglas Scutchfield and C. William Keck
   http://books.google.com/books?id=Fwlj4jWC5A4C&pg=PA78&dq=principles+of+health+and+social+care&hl=en&ei=YxrNTbv2N8io8AOOn5oH8DQ&sa=X&oi=book_result&ct=result&resnum=10&ved=0CGMQ6AEnCTgK#v=onepage&q=principles%20of%20health%20and%20social%20care&f=false

http://books.google.com/books?id=dt5CZ4vMbNeC&pg=PA91&dq=principles+of+health+and+social+care&hl=en&ei=iBvNTbH0AoO48gP6_YngDQ&sa=X&oi=book_result&ct=result&resnum=4&ved=0CEIQ6AEwAzge#v=onepage&q=principles%20of%20health%20and%20social%20care&f=false

Website

Report on Developing Social Care Values and Principles-
www.scie.org.uk/publications/positionpapers/pp04/values.pdf
Unit 3: Health and Safety in the Health and Social Care Workplace

• 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.

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

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria for pass</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On successful completion of this unit a learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
<tr>
<td>LO1 Understand how health and safety legislation is implemented in the health and social care workplace</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>1.3 analyse health and safety priorities appropriate for a</td>
</tr>
</tbody>
</table>
| **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. This unit may also have links with the National Occupational Standards in Leadership and Management for Care Services.
Textbooks

   

2. *BTEC Introduction to Health and Social Care* by Lynda Mason et al
   

3. *Encyclopaedia of occupational health and safety*, Volume 1; Volume 5 By Jeanne Mager Stellman
   

   

   
   http://books.google.com/books?id=5QfCVb0jZsC&pg=PA156&dq=Health+and+Safety+in+Health+and+Social+Care&hl=en&ei=UTXNTYSMEJKv8QO47ozkDQ&sa=X&oi=book_result&ct=result&resnum=3&ved=0CE0Q6AEwAjgK#v=onepage&q=Health%20and%20Safety%20in%20Health%20and%20Social%20Care&f=false

Website

Legislation of Health and Safety in Health and Social Care Setting- www.hse.gov.uk/healthservices

Health and Social Care Law- www.accesstolaw.com
Unit 4: Personal and Professional Development in Health and Social Care

* 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.

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, and 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

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria for pass</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On successful completion of this unit a learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
<tr>
<td>LO1 Understand how personal values and principles influence individual contributions to work in health and social care settings</td>
<td>1.1 compare personal values and principles with the principles of support for working in health and social care</td>
</tr>
<tr>
<td></td>
<td>1.2 assess how personal culture and experience influence own role in supporting users of services and others in health and social care settings</td>
</tr>
<tr>
<td></td>
<td>1.3 discuss how new developments and changes to personal values can impact on work in health and social care</td>
</tr>
<tr>
<td>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</td>
<td>2.1 assess current skills ability and learning style</td>
</tr>
<tr>
<td></td>
<td>2.2 produce a holistic development plan with short-medium- and long-term goals</td>
</tr>
<tr>
<td></td>
<td>2.3 monitor progress against the plan according to the requirements of a health and social care practitioner, revising the plan as required</td>
</tr>
<tr>
<td></td>
<td>2.4 evaluate the effectiveness of the development plan to own development as a health and social care practitioner</td>
</tr>
<tr>
<td>LO3 Understand the application of principles of professional engagement with users of health and social care services</td>
<td>3.1 explain the nature of different professional relationships in health and social care contexts</td>
</tr>
<tr>
<td></td>
<td>3.2 evaluate personal effectiveness in promoting and supporting the rights of the individual</td>
</tr>
<tr>
<td></td>
<td>3.3 discuss ways to resolve issues encountered in professional relationships</td>
</tr>
</tbody>
</table>
| 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. |

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

**Textbooks**

1. BTEC National Health and Social Care by Beryl Stretch
   

2. Communication Skills for Health and Social Care by Bernard Moss
   
   [http://books.google.com/books?id=RKsvUeoSi7AC&printsec=frontcover&dq=communication+skills+for+health&hl=en&ei=3jjNTbqdHMup8AO1vP3nDQ&sa=X&oi=book_result&ct=result&resnum=1&ved=0CEAQ6AEwAA#v=onepage&q&f=false](http://books.google.com/books?id=RKsvUeoSi7AC&printsec=frontcover&dq=communication+skills+for+health&hl=en&ei=3jjNTbqdHMup8AO1vP3nDQ&sa=X&oi=book_result&ct=result&resnum=1&ved=0CEAQ6AEwAA#v=onepage&q&f=false)

3. The Skilled Helper: A Problem-Management and Opportunity Development Approach to Helping by Gerard Egan
   
   [http://books.google.com/books?id=yfycFi3iT4oC&printsec=frontcover&dq=a+skilled+helper&hl=en&ei=KjnNTbzXHIPB8Q0hu6D9DQ&sa=X&oi=book_result&ct=result&resnum=1&ved=0CEQQ6AEwAA#v=onepage&q&f=false](http://books.google.com/books?id=yfycFi3iT4oC&printsec=frontcover&dq=a+skilled+helper&hl=en&ei=KjnNTbzXHIPB8Q0hu6D9DQ&sa=X&oi=book_result&ct=result&resnum=1&ved=0CEQQ6AEwAA#v=onepage&q&f=false)
4. Reflective Practice: writing and professional development by Gillie Bolton
http://books.google.com/books?id=XSNiMpiHuwcC&printsec=frontcover&dq=reflective+practice&hl=en&ei=sTrNTaqUJ4_xsgagy_m-Cw&sa=X&oi=book_result&ct=result&resnum=1&ved=0CDEQ6AEwAA#v=onepage&q=false

5. Transforming Nursing Through Reflective Practice by Christopher Johns and Dawn Freshwater
http://books.google.com/books?id=j-oVp50w9LEC&pg=PA79&dq=beginning+reflective+practice&hl=en&ei=UTvNTa6KHYXKsgaf7-y0Cw&sa=X&oi=book_result&ct=result&resnum=2&ved=0CE0Q6AEwAQ#v=onepage&q=beginning%20reflective%20practice&f=false

6. Professional Development, Reflection and Decision-Making by Melanie Jasper
http://books.google.com/books?id=gwUXA8tFlEC&pg=PA43&dq=beginning+reflective+practice&hl=en&ei=UTvNTa6KHYXKsgaf7-y0Cw&sa=X&oi=book_result&ct=result&resnum=10&ved=0CHkQ6AEwCQ#v=onepage&q=beginning%20reflective%20practice&f=false

Website
Sector Skills Council for Health- www.skillsforhealth.org.uk
Community Care Magazine- www.communitycare.co.uk
Education, Training and Consultancy- www.celiaharbottle.co.uk
Unit 5: Working in Partnership in Health and Social Care

• 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.

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

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria for pass</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On successful completion of this unit a learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
<tr>
<td>LO1 Understand partnership philosophies and relationships in health and social care services</td>
<td>1.1 explain the philosophy of working in partnership in health and social care</td>
</tr>
<tr>
<td></td>
<td>1.2 evaluate partnership relationships within health and social care services</td>
</tr>
<tr>
<td>LO2 Understand how to promote positive partnership working with users of services, professionals and organisations in health and social care services</td>
<td>2.1 analyse models of partnership working across the health and social care sector</td>
</tr>
<tr>
<td></td>
<td>2.2 review current legislation and organisational practices and policies for partnership working in health and social care</td>
</tr>
<tr>
<td></td>
<td>2.3 explain how differences in working practices and policies affect collaborative working</td>
</tr>
<tr>
<td>LO3 Be able to evaluate the outcomes of partnership working for users of services, professionals and organisations in health and social care services</td>
<td>3.1 evaluate possible outcomes of partnership working for users of services, professionals and organisations</td>
</tr>
<tr>
<td></td>
<td>3.2 analyse the potential barriers to partnership working in health and social care services</td>
</tr>
<tr>
<td></td>
<td>3.3 devise strategies to improve outcomes for partnership working in health and social care services.</td>
</tr>
</tbody>
</table>
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. This unit also has links with the National Occupational Standards in Leadership and Management for Care Services.

**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.

**Textbooks**

   
   [http://books.google.co.uk/books?id=E_UoiNv35O4C&pg=PA100&dq=Partnership+Working+in+Health+and+Social+Care,+in+association+with+community+care&hl=en&ei=TBuCTe7iHMu4hAe2lajRBA&sa=X&oi=book_result&ct=result&resnum=1&ved=0CDgQ6AEwAA#v=onepage&q&f=false](http://books.google.co.uk/books?id=E_UoiNv35O4C&pg=PA100&dq=Partnership+Working+in+Health+and+Social+Care,+in+association+with+community+care&hl=en&ei=TBuCTe7iHMu4hAe2lajRBA&sa=X&oi=book_result&ct=result&resnum=1&ved=0CDgQ6AEwAA#v=onepage&q&f=false)

   
   [http://books.google.co.uk/books?id=8BvQV0QnH7EC&pg=PA11&dq=Partnership+Working+in+Health+and+Social+Care,+in+association+with+community+care&hl=en&ei=TBuCTe7iHMu4hAe2lajRBA&sa=X&oi=book_result&ct=result&resnum=2&ved=0CD4Q6AEwAQ#v=onepage&q&f=false](http://books.google.co.uk/books?id=8BvQV0QnH7EC&pg=PA11&dq=Partnership+Working+in+Health+and+Social+Care,+in+association+with+community+care&hl=en&ei=TBuCTe7iHMu4hAe2lajRBA&sa=X&oi=book_result&ct=result&resnum=2&ved=0CD4Q6AEwAQ#v=onepage&q&f=false)

3. *Changing Practice in Health and Social Care*, by Celia Davies, Linda Finlay
   
   [http://books.google.co.uk/books?id=9SxxPhq3uR4C&printsec=frontcover&dq=Changing+Practice+in+Health+and+Social+Care&hl=en&ei=zyvCTbfoHs24hAfu6OnLBA&sa=X&oi=book_result&ct=result&resnum=1&ved=0CDwQ6AEwAA#v=onepage&q&f=false](http://books.google.co.uk/books?id=9SxxPhq3uR4C&printsec=frontcover&dq=Changing+Practice+in+Health+and+Social+Care&hl=en&ei=zyvCTbfoHs24hAfu6OnLBA&sa=X&oi=book_result&ct=result&resnum=1&ved=0CDwQ6AEwAA#v=onepage&q&f=false)

5. *Preparing for Professional Practice in Health and Social Care*, by Anita Atwal, Mandy Jones

6. *Leading change in Health and Social Care*, by Vivien Martin

7. *Managing in Health and Social Care*, by Vivien Martin, Euan S. Henderson and Julie Charlesworth
Unit 6: Research Project

* Aim

This unit aims to develop learners’ skills of independent enquiry and critical analysis by undertaking a sustained research investigation of direct relevance to their higher education programme and professional development.

* Unit abstract

This unit is designed to develop learners’ understanding and confidence in the use of techniques and methods appropriate for research in health and social care. Learners will be expected to consider the elements that make up formal research, including the proposal, and methodologies. They will also action plan carry out the research and presenting their findings. Learners will also consider ethical aspects of formal research.

The topic of the research project is dependent on the learner’s focus of interest within the context of their programme of study and experience in health and social care, with due regard to ethical constraints of research in this sector. The unit gives learners the opportunity to draw together learning from several aspects of their study into a coherent holistic piece of work that makes a positive contribution to their area of interest. Learners should seek approval from their tutors before starting the study.

Unit Content

1 Understand how to formulate a research specification

* Types of research: qualitative; quantitative; tools for gathering primary data eg questionnaires, interviews; use of participants; sampling; validity; reliability eg variables and their control; resources; data storage; statistical techniques for data analysis eg distribution, statistical significance

* Outline specifications of possible projects: aims and objectives; rationale for selection; literature review; hypothesis or research question; methodology for data collection and analysis; possible outcomes from suggested projects

* Research project selection: critique of outline specifications eg scope, limitations; implications eg resources, ethical issues

Key references: books; journals; internet
Research project specification: aims and objectives; rationale for their selection; hypothesis or research question; justification (through literature review, skills and knowledge to be gained, resource availability including time); methodology for gathering primary data and data analysis

Ethical considerations: codes of practice; relating to participants eg informed consent, confidentiality of data, right to withdraw; data storage; analysis; audience for reporting of project

Plan: overall strategy and duration; tasks with target dates; presentation of results; scheduled monitoring process; recording of amendments to plan

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

Match resources: to agreed plan; terms of reference; hypothesis or research question; ethical boundaries

Implementation: according to approved research plan; test for validity eg pilot research tools; estimates for reliability

Data collection: selection of participants; selection of appropriate tools for data collection, eg question and questionnaire design, interview questions; systematic recording of data eg in transcripts; methodological problems eg bias, variables and their control, validity and reliability.

3 Be able to evaluate the research outcomes

Evaluation of outcomes: judgement of the success or failure of the planned project justified eg in relation to research plan, aims and objectives, evidence and findings, sources of error, validity, reliability of data collected; difficulties

Data analysis and interpretation: quantitative eg using specialist software, statistical techniques; qualitative eg interpreting transcripts; sources of error; bias; comparisons; trends; additional secondary research as required; extent to which hypothesis proved or disproved or research question answered; significance of research investigation to health and social care eg benefits, furthering understanding, application of research results; limitations of the investigation; conclusion(s)

Recommendations: for further development eg areas for further research, improvements, changes to practice.

4 Be able to present the research outcomes

Format: professional delivery format appropriate to the audience eg oral presentation, written report; answering questions from audience on research project; use of academic referencing.
# Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Learning outcomes: On successful completion of this unit a learner will:</th>
<th>Assessment criteria for pass: The learner can:</th>
</tr>
</thead>
</table>
| LO1 Understand how to formulate a research specification | 1.1 formulate and record possible research project outline specifications  
1.2 identify the factors that contribute to the process of research project selection  
1.3 undertake a critical review of key references  
1.4 produce a research project specification  
1.5 provide an appropriate plan and procedures for the agreed research specification |
| LO2 Be able to implement the research project within agreed procedures and to specification | 2.1 match resources efficiently to the research question or hypothesis  
2.2 undertake the proposed research investigation in accordance with the agreed specification and procedures  
2.3 record and collate relevant data where appropriate |
| LO3 Be able to evaluate the research outcomes | 3.1 use appropriate research evaluation techniques  
3.2 interpret and analyse the results in terms of the original research specification  
3.3 make recommendations and justify areas for further consideration |
| LO4 Be able to present the research outcomes | 4.1 use an agreed format and appropriate media to present the outcomes of the research to an audience. |
Links

This unit may be linked to one or more units in the programme, depending on the research topic undertaken.

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

Employer engagement and vocational contexts

Engagement with health and social care employers would be beneficial for both learners who are employees and those on work placement in settings.

Textbooks

1. Qualitative Research in Health Care by Catherine Pope and Nicholas Mays

2. Measurement in Nursing and Health Research by Carolyn Feher Waltz

3. Introduction to Research in the Health Sciences by Stephen Polgar, Shane A. Thomas

4. Health Science Research: A handbook of Quantitative Methods by Jennifer K. Peat
   http://books.google.com/books?id=5N3dK1SQc1YC&printsec=frontcover&dq=research+health&hl=en&ei=1kHNTcC6NIQ-gbt_eWTDA&sa=X&oi=book_result&ct=result&resnum=5&ved=0CEkQ6AEwBDgK#v=onepage&q&f=false

5. Evaluating Research Methods in psychology: A Case Study Approach by George L. Dunbar
   http://books.google.com/books?id=LFZjU5tWCm4C&printsec=frontcover&dq=evaluating+research&hl=en&ei=d0PNtbTSCNCigal09yQDA&sa=X&oi=book_result&ct=result&resnum=3&ved=0CDQQ6AEwAg#v=onepage&q&f=false

http://books.google.com/books?id=l6rRC0oyotkC&printsec=frontcover&dq=research+guide&hl=en&ei=zkTNTab8NtDt-ga26cmQDA&sa=X&oi=book_result&ct=result&resnum=1&ved=0CC0Q6AEwAA#v=onepage&q&f=false

Website


Qualitative Research and Outcome in Health and Social Care- www.intsoceval.org/files/utrecht/Shaw.pdf
Optional Units for Current Semester:

Unit 14: Managing Financial Resources in Health and Social Care

• Aim
The aim of the unit is to enable the health and social care manager to develop understanding of how to control their expenditure against fixed budgets.

• Unit abstract
This unit will equip the health and social care manager with the knowledge and understanding needed to monitor costs, make predictions, evaluate the process of effective control of resource allocation, including shortfalls, and make recommendations for expenditure. Most importantly, it will emphasise the key factors of both efficiency and effectiveness.

Health and social care managers need to understand the role of planning in the management of financial budgets and the importance of monitoring and managing expenditure. This unit is most appropriate for those who hold responsibilities for managing budgets in a health or social care workplace or who have access to financial information and processes within an organisation. The unit is designed to develop knowledge, skills and understanding in the key areas and covers how systems and processes for managing financial resources influence a specific service for individuals.

Unit content

1 Understand how systems are used to manage financial resources in health and social care
Costing and business control systems: costs, income, cost-benefit analysis, expenditure, budget, capital, cost control, cost centre; outsourcing, competitive tendering, forecasting, profit, break even; basic software for monitoring financial information within an organisation.

Information: business costs eg people, equipment, finance, buildings, consumable items, administration; income streams; trends and external influences eg changes in policy, competitive factors, legal requirements.

Regulatory requirements: legislation and codes of practice, audit, accountability, policies.

Systems: sources of income, how budgets are set, administration of budgets, cost centres, accountabilities, audit requirements.
2 Understand the role of planning in the management of health and social care budgets

Diverse sources of income: public, private, voluntary; local, national
Influences on resource availability: funding priorities, agency objectives and policies, private finance, outsourcing, inter-agency partnerships, government policies, geography, type of service.

Types of budget: cost centre, project management, outsourcing contract.

Decisions about expenditure: environmental analysis, accountabilities, priorities, short-, medium- and long-term planning; cost-benefit analysis; financial risk, project management.

3 Understand the importance of monitoring budget expenditure in health and social care organisations

Information for monitoring expenditure: cash flow, controlling costs, spreadsheet data, training needs.

Financial shortfalls: priorities, virement, reserve funds, alternative external income sources; implications for individuals within the service.

Suspected fraud: analysing financial information for reliability, validity and sufficiency; reporting, evidence of fraud.

4 Understand how systems and processes for managing financial resources influence health and social care services

Financial decisions: responsibility for decision making, information available, sources of income, priorities etc.

Relationship between service delivery, costs and expenditure: cost-benefit, pricing policies, purchasing arrangements.

Impact on individuals: quality of service, access to service.

Recommendations: options available, supporting evidence, information to be presented for discussion by financial decision makers.
## Learning outcomes and assessment criteria

<table>
<thead>
<tr>
<th>Learning outcomes: On successful completion of this unit a learner will:</th>
<th>Assessment criteria for pass: The learner can:</th>
</tr>
</thead>
</table>
| LO1 Understand how systems are used to manage financial resources in health and social care | 1.1 Explain the principles of costing and business control systems.  
1.2 Identify information needed to manage financial resources.  
1.3 Explain the regulatory requirements for managing financial resources.  
1.4 Evaluate systems for managing financial resources in a health or care organisation. |
| LO2 Understand the role of planning in the management of health and social care budgets. | 2.1 Discuss the diverse sources of income that may be encountered in health and social care.  
2.2 Analyse the factors that may influence the availability of financial resources in health and social care organisations.  
2.3 Review different types of budget expenditure in health and social care organisations.  
2.4 Evaluate how decisions about expenditure are made within a health or social care organisation. |
| LO3 Understand the importance of monitoring budget expenditure in health and social care organisations. | 3.1 Explain how financial shortfalls can be managed.  
3.2 Explain the actions to be taken in the event of suspected fraud.  
3.3 Evaluate budget monitoring arrangements in a health or social care organisation. |
<table>
<thead>
<tr>
<th>LO4 Understand how systems and processes for managing financial resources influence health and social care services.</th>
<th>4.1 Identify information required to make financial decisions relating to a health and social care service.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 Analyse the relationship between a health and social care service delivered, costs and expenditure.</td>
<td></td>
</tr>
<tr>
<td>4.3 Evaluate how financial considerations impact upon an individual using the health and social care service.</td>
<td></td>
</tr>
<tr>
<td>4.4 Suggest ways to improve the health and social care service through changes to financial systems and Processes.</td>
<td></td>
</tr>
</tbody>
</table>

**Guidance**

**Links**

This unit has links with, for example:

- Unit 13: Managing Human Resources in Health and Social Care
- Unit 27: Managing Quality in Health and Social Care.

**Essential requirements**

It will be necessary for tutors to advise learners about the scale of service to be investigated for learning outcome 4. The service will encompass several cost centres but, for a large organisation, must focus on an appropriate local dimension sufficient to enable learners to meet the requirements of the unit.

**Employer engagement and vocational contexts**

Learners will benefit from discussion of different systems and practices within their experience in health and social care. It will be necessary to draw on information from health and social care organisations in order to meet the assessment criteria.
Unit 23: Employability Skills

• Aim
This unit provides learners with the opportunity to acquire honed employability skills required for effective employment.

• Unit abstract
All learners, regardless of their level of education or experience, require honed employability skills in order to successfully enter the health and social care sector. This unit gives learners an opportunity to assess and develop an understanding of their own responsibilities and performance in or when entering the workplace.

It covers the skills required for general employment such as interpersonal and transferable skills, and the dynamics of working with others in teams or groups including leadership and communication skills. It also deals with the everyday working requirement of problem solving which includes the identification or specification of the ‘problem’, strategies for its solution and then evaluation of the results of the solution through reflective practices.

Unit content

1 Be able to determine own responsibilities and performance

Own responsibilities: personal responsibility; direct and indirect relationships and adaptability, decision-making processes and skills; ability to learn and develop within the work role; employment legislation, ethics, employment rights and responsibilities.

Performance objectives: reviewing current capabilities, setting, monitoring and evaluating performance objectives.

Individual appraisal systems: uses of performance appraisals eg 360 degree evaluation, salary levels and bonus payments, promotion strengths and weaknesses, training needs; communication; appraisal criteria e.g. production data, personnel data, judgemental data; rating methods eg ranking, paired comparison, checklist, management by objectives.

Motivation and performance: application and appraisal of motivational theories and techniques, rewards and incentives, manager’s role, self-motivational factors.
2 Be able to develop interpersonal and transferable skills

*Effective communication:* verbal and non-verbal; awareness and use of body language, openness and responsiveness; formal and informal feedback to and from colleagues; ICT as an effective communication medium; team meetings.

*Interpersonal skills:* personal effectiveness; working with others; use of initiative; negotiating skills; assertiveness skills; social skills.

*Time management:* prioritising workload; setting work objectives; making and keeping appointments; working steadily rather than erratically; time for learning; reliable estimate of task time.

*Problem solving:* problem analysis; researching changes in the workplace; generating solutions; choosing a solution.

3 Understand the dynamics of working with others

*Working with others:* nature and dynamics of team and group work; informal and formal settings; purpose of teams and groups eg long-term corporate objectives/strategy; problem solving and short-term development projects; flexibility/adaptability; team player; negotiating responsibilities and work arrangements; conflict resolution.

*Teams and team building:* selecting team members eg specialist roles, skill and style/approach mixes; identification of team/work group roles; stages in team development e.g. team building, identity, loyalty, commitment to shared beliefs, team health evaluation; action planning; monitoring and feedback; exchanging constructive feedback; coaching skills; ethics; effective leadership skills eg setting direction, setting standards, motivating, innovative, responsive, effective communicator, reliable, consistent.

4 Be able to develop strategies for problem solving

*Specification of the problem:* definition of the problem; analysis and clarification.

*Identification of possible outcomes:* identification and assessment of various alternative outcomes.

*Tools and methods:* problem-solving methods and tools; tracking progress and results.

*Plan and implement:* sources of information; solution methodologies; selection and implementation of the best corrective action eg timescale, stages, resources, critical path analysis.

*Evaluation:* evaluation of whether the problem was solved or not; measurement of solution against specification and desired outcomes; sustainability.
## Learning outcomes and assessment criteria

<table>
<thead>
<tr>
<th>Learning outcomes: On successful completion of this unit a learner will:</th>
<th>Assessment criteria for pass: The learner can:</th>
</tr>
</thead>
</table>
| **LO1** 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. |
| **LO2** 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. |
| **LO3** 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. |
| **LO4** 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 |
Links

This unit has links with, for example:

• Unit 4: Personal and Professional Development in Health and Social Care
• Unit 6: Research Project
• Unit 28: Work-based Experience.

Essential requirements

Access to a range of work-related exemplars (for example appraisal and development systems, team health checks, job descriptions, action plans, communication strategies) will be needed to deliver this unit.

Learners can generate assessment evidence through a range of possible activities including individual work placements, project management, research reports, development of case studies, the process of working with others (for example employee–supervisor roles, teamwork, group work) and everyday communication within the workplace.

Employer engagement and vocational contexts

Case studies based on relevant sectors, workshops, career talks and work-based mentors would be useful in the teaching and learning aspect of the unit.

Assignment Schedule and Deadline Policy:

HND in Business is an assignment-based course. The students will be given the assignment briefs at the beginning of the term. All the students need to submit their assignments within the given deadline. Students get one chance to re-submit the assignment in case of failure to pass the assignment. After one more chance of re-submission, the students are not allowed to submit any more assignments.

Late submission of assignments:

1. Late submission without any extenuating circumstances will incur a penalty fee.
2. A fee of £30 will be applied to late submissions of up to 2 weeks.
3. After 2 weeks, the assignment will not be accepted and the student will be advised to re-take the semester/unit at which point a fee will also be applied.
4. Once a student does not submit the assignment in one semester, s/he will be given one more chance to repeat the semester/unit. If the student fails to submit again, s/he will be terminated from the college.

Tutorial Arrangement
East End Computing & Business College provides tutorial sessions for all the BTEC courses offered at the college. Students need to attend all the tutorial sessions regularly in order to pass the unit.

Appeals Procedure:
A student may wish to appeal against a result notified to him/her by a member of the lecturing staff, or against a decision of a board that has been set up to consider the progress of students and the progression of students between levels (for the purposes of this procedure). The details of appeal procedure are described in the students’ handbook.

Academic Integrity Policy:
East End Computing & Business College is committed to ensuring that its academic integrity and standards of academic awards are properly maintained. It encourages students to maintain academic honesty by producing their own work.

The college enforces strict rules with regard to the presentation of work for formal assessment. A thesis, dissertation, hypothesis, assignment, essay, research project or any other submission that is not completed in an examination room under supervision, but which is submitted by a student for formal assessment, must be written by the students in their own words. Source material may not be lifted verbatim without due acknowledgement being given.

All information taken from other sources (text book, the Internet, lectures, books, magazines or newspapers) if quoted, must be given the source and identified with “……..” marks. Not to acknowledge source material is dishonest and unacceptable academically and works thus submitted will not be marked. Any infringement of the rules will incur severe penalties.
Two common malpractices hamper students’ academic integrity—Plagiarism and Collusion. Please see the Students Handbook for details of Plagiarism and Collusion. The guidance on referencing students works appropriately is given at Appendix-A at the end of this handbook.

Internal Contacts:

**Dr. Mohammad Iqbal**  
Principal  
Contact: principal@eastendbc.co.uk  
East End Computing & Business College

**Richard Barlay**  
Internal Verifier  
East End Computing & Business College

**A S M Anisuzzaman**  
HND Course Coordinator  
Contact: anis@eastendbc.co.uk  
East End Computing & Business College

Appendix-A

Guidance on Referencing

**General Considerations**

Success in HND units’ assessment to a large extent depends upon the extent and quality of your research. Depth and breadth of research are considerations in the assessment—as is evidence of scholarship. This means that in order to do well in the assessment you will need to consult the published literature in books, academic journal articles, conference proceedings and research monographs where available. The completed written work must acknowledge the sources from which you have obtained your information. This section provides guidelines on how to cite (refer to) those sources in your final text and how to compile a list of reference.

For clarification, a **bibliography** is the list of all the work consulted to carry out research. A **table of references** is the list of all the publications quoted from or referred to in the text.
To create a list of references you need to retain full bibliographic details of every work consulted during your research. This means keeping a record of the bibliographical details of everything you read in connection with your research.

Full bibliographic details refer to the publication details of the works themselves. The details vary according to the type of material used: book, article, thesis, video, and so on. Bibliographic style can vary from one discipline to another; make sure you are using an appropriate style. The Harvard style is preferable (illustrated below); the MLA or APA styles are also acceptable. Whichever style you select, make sure you apply it consistently.

The Table of references is placed at the very end of your assignment. It should be in alphabetical order (by surname of the first author).

Where more than one author have the same surname, the initials determine the alphabetical sequence.

**Citations in Text:**
Citations within the text direct readers to the table of references at the end. The following chart provides guidance according to the Harvard style of referencing/citing.

<table>
<thead>
<tr>
<th>Source</th>
<th>Citation format</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>One author</td>
<td>(Surname date)</td>
<td>(Griffin 2008)</td>
</tr>
<tr>
<td>Two authors</td>
<td>(Surname and surname date)</td>
<td>(Jones and George 2005)</td>
</tr>
<tr>
<td>More than two authors</td>
<td>(Surname <em>et al.</em> date)</td>
<td>(Bloisi <em>et al.</em> 2006)</td>
</tr>
<tr>
<td>Different authors</td>
<td>(Surname date; surname date) in alphabetical order</td>
<td>Certo 2002; Griffin 2005; Naylor 2004</td>
</tr>
<tr>
<td>Same author different publications</td>
<td>(Surname date; date)</td>
<td>(Drucker 2002; 2004)</td>
</tr>
<tr>
<td>Same author, same year, different publications</td>
<td>(Surname date letter) be consistent with the letter</td>
<td>(Drucker 2002a)</td>
</tr>
<tr>
<td>Citing work from an unread publication</td>
<td>(Surname date; cited by surname date)</td>
<td>(Miles and Snow 1978; cited by Certo 2002)</td>
</tr>
<tr>
<td>Company literature</td>
<td>(Company name date)</td>
<td>(Towers Perrin 2004)</td>
</tr>
<tr>
<td>Newspaper article</td>
<td>(Newspaper name date)</td>
<td>(Financial Times 2004)</td>
</tr>
<tr>
<td>with no author</td>
<td>Other publications with no obvious author</td>
<td>(Publication title date)</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Internet site</td>
<td>(Site title date)</td>
<td>(ft.com 2004)</td>
</tr>
<tr>
<td>Direct quotation</td>
<td>(Surname or corporate name, p., number)</td>
<td>‘International country comparisons pose significant problems’</td>
</tr>
<tr>
<td>A publication for which the year is not known</td>
<td>(Surname or corporate name, c.)</td>
<td>Mintzberg c. 1992</td>
</tr>
</tbody>
</table>

Some examples:

According to Jones and George (2005), there are...
Griffin (2008) categorises motivation theories in two....
Bloisi et al. (2007) provide evidence of....

There is no universally accepted definition of corporate social responsibility (Ahmad 2006; De George, 2006; Blowfield and Frynas, 2005)...

All individuals in an organisation can be involved in decision-making, not just the top management (Liedtka 1998a).


Note: You should acknowledge that you did not consult the original source; ‘cited in’ indicates that the references to Black’s study were found in Smith and Jones. Include only Smith and Jones in the bibliography.

List of References – General Principles

Some general principles to keep in mind:

- Arrange the table of references alphabetically by authors’ surnames, letter-by-letter (ignoring word spaces).
• Separate surnames with commas;

• Use initials, NOT first name,

• Use "and" to separate surnames.

• For articles use capitals for the first letter of the first word of the title, the first letter of the subtitle and proper names; use small letters for all other words. The title of books and journals should be italicised and written in title case (use of capitals for the first letters of key words). Do not underline the title of articles.

Separate the parts of the reference i.e. author, date, title, and so on, with commas.


  Examples:  

• **Articles in Journals** - Order of details: Author(s) of article (surname first), date of publication (in round brackets), ‘title of article’ (in single inverted commas), *Title of Journal (in italic).* Volume number usually shortened to Vol., Issue number (often shortened to No.), Page number(s) (abbreviated to p. for one page and pp. For more than one page).

Examples:  

• **Newspaper Articles** - Order of details: Name of author(s) (If no name given, miss this out), Title of article, *Name of newspaper (in italic).* Full date of publication, Page number(s) Column number (in brackets).

Example:  
'Mr Pattern's question paper put to the test', *The Guardian*, Guardian Education. Tuesday 8 June 1993, p. 2, (1).

• **Chapters in Books** - Order of details: Author of chapter Date of publication. Title of chapter (in single inverted commas), Editor (Initials first), *Title of book (in italic).* Place of publication: publisher, Page numbers(s).

Examples:  

- **Government Reports** - Order of details: Government Department Date (brackets). *Title of report (in italic)*. Popular title [in square brackets]. Place of publication: Publisher, Series details, (if any).
  

- **Government Circulars** - Order of details: Government Department Date (brackets). *Title (in italic)*. Circular details. Place of publication: Publisher.
  

- **Videotape and other non-print materials** - Order of details: Director Producer Date (in brackets). *Title (in italic)*. Medium (in brackets). Place of publication: Publisher.
  

**Electronic References:**

The wide use of the Internet among students led to the development of a system of referencing for this medium. It must be noted that Internet references are not refereed and, therefore, are not always reliable. Extreme care should be taken to ensure that relatively reliable web sources are used in academic research. Examples of acceptable sources include corporate web sites (for information on a specific company, for example bp.com for information on British Petroleum), respected news sites such as bbc.co.uk, ft.com, and economist.com, and the web sites of international organisations such as the OECD (oecd.org).

Working papers, however, are not considered the equivalent of articles published in refereed academic journals and should, therefore, be given secondary importance. It is always safest to rely on articles published in refereed academic journals. Working papers and articles from electronic journals on the Net are referenced as a hard copy would be, but including a site address and a date.

When downloading documents from the Internet and using them as references for your research, you should indicate the full details of where the document can be found, as well as the date of the search. It is important to mention the date of the search as Internet pages are continuously updated and, consequently, the information you found might not be available at the same web address at a later date.
Some examples:

Citations in the text:
According to the OECD, “science, technology and innovation have become key factors contributing to economic growth in both advanced and developing economies” (oecd.org 2005).
In recent years, oil companies have revised their business strategies in response to the growing concern about the environmental impact of fossil fuel consumption. BP’s stated goal, for instance, is to build “a profitable, global and market leading low-carbon power business by 2015,” (bp.com 2007).

In the Table of references:
http://www.bp.com/sectiongenericarticle.do?categoryId=9007616&contentId=7014482 (12 January 2007)

Anti-Plagiarism Policy
College has very strong procedures about Plagiarism and collusion. Please see student hand book for details on this policy.