

# **ATHE Level 3 Diploma in Health and Social Care**

603/6568/7

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## Introduction

### About ATHE

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

For the full list please visit our website: [www.athe.co.uk](http://www.athe.co.uk)

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

**The ATHE mission** is to provide outstanding qualifications, customer service and support, enabling centres to thrive and their learners to achieve and progress. We will support this mission by:

- providing qualifications which enable learners to fulfil their potential and make a positive contribution to society both socially and economically
- delivering the highest standards of customer service
- delivering support and guidance which meet the needs of all centres and enable them to improve performance
- upholding and maintaining the quality and standards of qualifications and assessments
- having a commitment to lifelong learning and development

### Our Qualifications

Our qualifications have been created with the involvement of expert input from managers and teachers in colleges, industry professionals and our qualification development team. We have also taken into account feedback from learners and consulted with higher education institutions to ensure the qualifications facilitate progression to higher levels. We offer a suite of awards, certificates and diplomas across many RQF levels.

Key features of the qualifications include:

- regular reviews of the units and the associated support materials so they are current and meet the needs of learners
- alignment of the programmes of learning to degree and higher degree qualifications in HEIs in the UK and international institutions so there is comparability and smooth progression for learners
- core units that are common to different sectors offering the opportunity for learners to move between sectors or delay decisions on particular specialisms
- optional units offering the opportunity for learners to choose specialist units which best match their job, interests and progression aspirations.
- small qualifications that can be used for professional development for those in employment or for learners who do not have the time to undertake a full-time programme
- challenging and relevant learning with flexible methods of assessment allowing tutors to select the most appropriate methods for their learners
- opportunities for learners to achieve higher grades by unit and overall qualification and reach their maximum potential
- learning that develops knowledge, understanding and skills e.g. problem solving, interpersonal skills needed by effective managers.

## Support for Centres

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

- a comprehensive guide for centres on delivering ATHE qualifications
- qualification guidance, assessor guidance, suggested resources and sample assignments for all units which have been written and verified by experienced practitioners
- verification and guidance with internally devised assignments
- guidance on how to deliver, assess and quality assure the qualifications
- an ATHE centre support officer who guides centres through the recognition process, learner registration and learner results submission
- health check visits to highlight areas of good practice and any areas for development
- an allocated member of our team who can work with centres to support further improvements in the quality of teaching, learning and assessment
- the services of a team of experienced external quality assurers
- opportunities for training and staff development
- access to free webinars to support delivery, assessment and QA processes
- support for business development.

## ATHE Qualification at Level 3 in this Specification

This document provides key information on the ATHE Level 3 Diploma in Health and Social Care, including the rules of combination, the content of all the units and guidance on assessment and curriculum planning. It should be used in conjunction with the ATHE handbook "Delivering ATHE Qualifications". Further guidance and supporting documentation on curriculum planning, internal verification and assessment is provided separately in the Delivering ATHE Qualifications Guide and via the ATHE website.

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

The QN number for this qualification is as follows:

ATHE Level 3 Diploma in Health and Social Care	603/6568/7
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## Regulation Dates

The regulation date and operational start date in centres for this qualification is 28 August 2020.

## Availability

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

## Introduction to the Level 3 Diploma in Health and Social Care

### Context

This qualification sits within a suite of ATHE L3 qualifications, which is called the International Access Programme (IAP). Each qualification has a credit value of 60. Learners may choose to study one or more of the qualifications in this suite. Extending the learning to more than one qualification will increase knowledge, understanding and the development of a range of study skills. It will also increase the total number of credits achieved so learners are more qualified to access higher education, higher level apprenticeships or employment. Learners can choose complimentary qualifications e.g. Diploma in Business with a Diploma in Small Business and Social Enterprise Start-

up or contrasting qualifications e.g. Diploma in Accounting with a Diploma in Law. The choice must be influenced by learner interests, abilities and career aspirations.

Learners who choose to study 3 Diplomas equivalent to 180 credits will be embarking on a full time course of study. Studying 2 Diplomas will be a substantive programme and as with the study of 1 Diploma may involve other forms of learning or experience

## **Study Skills**

Study skills are an important set of generic and transferable skills. All of the qualifications in the IAP develop Study Skills. The development and application of study skills will enable learners to achieve their current qualification; be better prepared for higher education; support lifelong learning and progress in employment.

In the Diploma in Health and Social Care the following study skills will be developed and learners will use them in their study and in preparing and writing the summative assignments. They are therefore integral to the learning and learners will provide evidence in their portfolio to show that they have been applied.

- Critical thinking
- Planning, organising and time management
- Research
- Gathering information, note taking and summarising
- Analysis
- Oral and written skills
- Academic skills, including referencing
- Application of IT skills
- Reflection

The application of the study skills will be signposted in assignments and will therefore form part of the assessment process.

Reflection as a skill is essential as it helps individual learners to identify their strengths and areas requiring further development. Reflection can take place at any stage in the learning and summatively at the end of the learning as is the case in this qualification. However, it must be applied at the outset via a study/skills audit, which is included in the Learner Handbook. The outcomes of the audit should be discussed with the tutor and it needs to be submitted with the rest of the evidence in the portfolio. This will ensure it is part of the external moderation or the verification process.

## **Aims of the Level 3 Diploma in Health and Social Care**

This qualification has been developed to conform to the requirements of the RQF, to meet the requirements of higher education and employers and to meet the needs of learners.

It has been designed to introduce learners to the health and social care sector, the roles and career paths within the sector and the main aims, knowledge and ideas underpinning the provision of health and social care. This should support learners in identifying their interests within the sector to support their progression to further training or qualifications, and/or into employment.

The units in the qualification will give learners the opportunity to explore the structure of the sector and how it provides health and social care services along with the principles and values which underpin work in the sector. It will give learners an understanding of the need for health and social care provision over the human life span and the knowledge and skills to choose and move forward towards

a health and social care job role. They will also gain personal development skills which are essential for success in professional practice.

## Entry Requirements

The Level 3 Diplomas within the IAP are designed to meet the needs of learners who are progressing from study at Level 2, as well as those who are returning to learning. This includes those who are seeking to progress to higher education, entering the workforce, including higher level apprenticeships or wishing to progress in their career. Learners may be aged 16/19, who have recently been in education or training, or those aged 19 plus. More mature learners are likely to present a more varied profile of achievement and experience.

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

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

Centres should review the prior qualifications and experience of each learner and consider whether they provide the necessary foundations to undertake the programme of study at level 3. For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification.

The typical minimum requirements for learners who have recently been in education or training is likely to include one of following:

- 5 or more GCSEs at grades C and above or Grade 4 and above
- other related level 2 subjects
- other equivalent international qualifications.

Learners will need to have appropriate Level 2 standard in English, so they can access resources and complete the unit assignments.

The varied profile of achievement of more mature learners is likely to include relevant work experience (paid and/or unpaid), participation and/or achievement of relevant qualifications. This may be used for recognition of prior learning (RPL). Learners may also hold RQF qualifications which will enable them to claim a credit transfer from part of the qualification. Exemptions from part or all of the qualification may also be available based on detailed and current evidence provided by the learner. For further information please see the ATHE RPL, Credit Transfer and Exemptions Policy, which can be found on the ATHE website.

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

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

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

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that learners, who undertake qualifications, have the necessary background knowledge, understanding and skills to undertake the learning and assessment at Level 3. This assessment should take account of any support available to the learner within the centre during the programme of study and any support that may be required to allow the learner to access the assessment for the units within the qualification.

ATHE will review centre recruitment policies as part of their monitoring processes.

## **Reasonable Adjustments and Special Considerations**

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

## **Support and Recognition**

This qualification has been development in collaboration with subject matter experts and our qualification development team.

## **Progression**

The Health and Social Care qualification is part of the International Access Programme which provides a menu of diploma options to meet individual requirements. The number of diplomas a learner wishes to study, and number of credits required for progression will vary.

Learners may progress to:

- employment or have increased opportunities for progression in their current role
- a higher level ATHE qualification at Level 4 or above, in a related subject
- the first year of a degree programme
- higher level apprenticeships

Typically, learners aged 16 plus who wish to progress to a degree programme with a higher education institute, should consider studying two or three diplomas to total 120 or 180 credits which is considered to meet the general entry requirements to a degree programme at Level 4 (as dependent on HEI entry requirements and the degree programme), and provides exemption to a foundation year programme.

For mature learners aged 19 plus with existing qualifications and experience, wishing to progress within a role, or to a degree programme at Level 4 this could be 120 credits or less. Mature learners may therefore wish to study less than three diplomas.

Learners should seek guidance and check university and programme entry requirements before selecting the individual diplomas they plan to study.

## **ATHE Recognition of Prior Learning (RPL)**

There will be occasions where learners wish to claim recognition of prior learning that has not been formally assessed and accredited. ATHE has provided detailed guidance on RPL which is available for centres on the ATHE website. Centres may also contact ATHE directly to obtain further clarification or discuss the requirements for RPL.

## **Resources Required by Centres**

ATHE expects centres to provide the right human and physical resources needed to ensure the quality

of the learner experience. Centres must ensure that staff have the appropriate level of subject knowledge and are normally qualified to at least a degree standard. It is desirable that staff have a teaching and/or assessing qualification and practical experience of the health and social care sector.

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

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

## **Modes of Delivery**

Subject to checks by external quality assurers centres can deliver this qualification using the following modes of delivery in order to meet the needs of their learners.

This can include:

- full time
- part-time
- blended learning
- distance learning

## **Qualification size**

The size of a qualification is expressed in **Total Qualification Time (TQT)**

### **Total Qualification Time – TQT**

TQT is the total amount of time, in hours, expected to be spent by a student to achieve a qualification.

**TQT is comprised of:**

1. **Guided Learning Hours (GLH)**
2. **Additional non-supervised learning**

### **Guided Learning Hours – GLH**

This is the amount of time the average student is expected to spend in lectures and other tutor-supervised learning and activities, including induction, face to face training, e-learning with the co-presence of learner and tutor, invigilated exams.

Guided Learning Hours (GLH) are an estimate of the amount of time, on average, that a lecturer, supervisor, tutor or other appropriate provider of education or training, **will immediately guide or supervise** the learner to complete the learning outcomes of a unit to the appropriate standard. GLH are intended to provide guidance for centres on the amount of time required to deliver the programme and support learners.

### **Additional non-supervised learning**

This is an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

These activities may include webinars, podcasts, research, work based learning, private and online study, compilation of a portfolio of evidence and non-invigilated assessment.

### **How TQT is calculated**

Values for Total Qualification Time, Guided Learning Hours and Credit, are calculated by considering the different activities that a learner would typically complete in order to achieve the learning outcomes of a qualification at the standards provided.

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

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



## Credit

Each ATHE qualification has a Credit value. Credit is calculated by dividing the TQT by ten. For example, a qualification with TQT of 120 hours would have a credit value of 12.

## Level

The level is an indication of relative demand, complexity and depth of achievement and autonomy. This qualification has been designed to suit learners working towards a Level 3 qualification. Level descriptors are divided into two categories:

- I. Knowledge and understanding
- II. Skills

There is a knowledge descriptor and a skills descriptor for each Level within the framework. The descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at that Level. The Knowledge and skills for Level 3 are:

Knowledge descriptor (the holder....)	Skills descriptor (the holder can....)
<ul style="list-style-type: none"><li>• Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.</li><li>• Can interpret and evaluate relevant information and ideas.</li><li>• Is aware of the nature of the area of study or work.</li><li>• Is aware of different perspectives or approaches within the area of study or work.</li></ul>	<ul style="list-style-type: none"><li>• Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</li><li>• Use appropriate investigation to inform actions.</li><li>• Review how effective methods and actions have been.</li></ul>

## Rules of Combination

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

## Qualification Structure for the ATHE Level 3 Diploma in Health and Social Care

ATHE Level 3 Diploma in Health and Social Care is a 60-credit qualification.

### Rules of combination

Learners must achieve 6 Mandatory Units.

**The Total Qualification Time is 600**

**The Total Guided Learning Hours is 303**

**The Total Credit value is 60**

Unit Codes	Unit Title	Level	Credit	GLH
	<b>Mandatory Units</b>			
K/618/4167	Unit 1 - Structure and Overview of the Health and Social Care Sector	3	12	50
M/618/4168	Unit 2 Principles, Values and Regulation in the Health and Social Care Sector	3	10	60
T/618/4169	Unit 3 - Human Growth and Development	3	5	28
K/618/4170	Unit 4 - Working in Health and Social Care	3	15	80
M/618/4171	Unit 5 - Research in Health and Social Care	3	10	55
T/618/4172	Unit 6 - Personal and Professional Development in the Health and Social Care Sector	3	8	30

## Guidance on Assessment and Grading

### Assessment

Assessment for each unit is completed based on achievement of the Learning Outcomes at the standards set by the Assessment Criteria for that unit. The learner can therefore achieve a Pass, Merit, Distinction or Fail for each unit based on the quality of the work submitted and the assessor's judgements made against the criteria provided.

The assessment of the ATHE Level 3 Diploma in Health and Social Care is completed through the submission of internally assessed learner work. This work is subject to external moderation or verification.

To achieve a pass for a unit, a learner must have successfully achieved the learning outcomes at the pass standard set by the assessment criteria for that unit. To achieve merit or distinction, the learner must demonstrate that they have achieved the criteria set for these grades. Learners cannot omit completing work to meet the pass standard and simply work to the higher grades, as this would put a pass for the unit in jeopardy. Similarly, learners cannot complete work to meet the criteria for distinction in the anticipation that this will also meet the criteria for merit. However, where work for the pass standard is marginal, assessors can take into account any extension work completed as this may support achievement of the pass standard.

In undertaking their work and completing the set assignments, learners will demonstrate understanding of concepts and knowledge, together with the application of study and practical skills.

ATHE will provide a sample assignment which can be used as the assessment vehicle. This assignment includes extension activities, which enable the learners to provide additional evidence to show that the criteria for the higher grades have been met. The assessor therefore must judge the grade for the work submitted on the basis of whether the LO has been met at the standard, specified for the pass, merit or distinction grade for that LO. In making their judgements assessors will continue to check whether the command verbs stated in the AC have been delivered. There is no requirement for learners to produce the additional work required for the higher grades and the tutor may advise the learner to work to the pass standard, where this is appropriate.

The assessor should record their judgements on the ATHE template, stating what grade the learner has achieved and providing evidence for the judgements. The internal verifier can also use the ATHE IV template but the feedback to the assessor must show whether the assessor has made valid judgements for all the learner work, including any extension activities which met the standard for merit and distinction grades. Assessment is therefore more complex. Assessment judgements always require care to ensure that they are reliable and that there is sufficient and specific feedback to the learner to show whether he or she has demonstrated achievement of the LO at the specified standard. The additional grades mean that assessors must take even greater care to assure the validity of their judgements.

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

An assignment can relate to a single unit or an integrated assignment, incorporating more than one unit. An integrated assignment must show which learning outcomes and assessment criteria from which units are being covered.

## **Methods of Assessment**

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

We would recommend varied types of assessment are included. For this Diploma, the following activities are included:

- a research project
- the compilation of a case study
- a review and evaluation of a chosen country and organisation's policies legislation and systems
- presentation of information
- production of training materials
- the production of a portfolio of evidence

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

## Recording Assessment Judgements

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

## Putting an Assessment Strategy in Place

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

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

## Grading

### Grading system

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

Given that this qualification involves assessment using judgements against 'Pass', 'Merit' and Distinction Assessment Criteria to make a decision about whether a learner has met the required standard, our grading system is straightforward and we do not currently envisage the need to change this.. However, should a change become necessary, the change would be published in an updated version of the specification with a clearly revised version number and a new 'valid from' date on the front cover. We will write to all centres in good time to inform them of this change so that plans for any changes can be made to your programme delivery, internal assessment and quality assurance arrangements.

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

- Learner meets all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Pass for the unit
- Learner meets all Learning Outcomes at Pass standards, and where available also at Merit standards stated in the assessment criteria in a unit > Learner gains a Merit for the unit
- Learner meets all Learning Outcomes at Pass standards, and where available also at Merit and Distinction standards stated in the assessment criteria in a unit > Learner gains a Distinction for the unit
- Learner does not meet all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner is given a Fail for the unit
- Learner meets the rules of combination in a qualification and points for achieving units are added up > points are converted to an overall qualification grade > learner meets minimum number of points required > learner achieves a Pass, Merit or Distinction for the qualification
- Learner does not meet the rules of combination in a qualification and/or points for achieving units are added up > points are converted to an overall qualification grade > learner does not meet rules of combination or minimum number of points required > learner is given a Fail for the qualification but may receive unit certification for those units achieving a Pass.

### **Qualification Grading Structure**

Each unit is graded pass, merit or distinction. As well as receiving a grade for each individual unit learners will receive an overall grade for the qualification. The formula for establishing the overall grade is as follows.

For the Level 3 Diploma in Health and Social Care, points for each unit achieved are as follows:

- Pass (achieves Learning Outcomes at the standards stated in pass assessment criteria) – The credit value multiplied by 3
- Merit (achieves Learning Outcomes at the standards stated in pass and all merit assessment criteria) – The credit value multiplied by 4
- Distinction (achieves Learning Outcomes at the standards stated in pass, all merit and all distinction Assessment Criteria) – The credit value multiplied by 5

Total points required for each qualification grade:

- Pass 180 - 215
- Merit 216 - 269
- Distinction 270+

### **Quality Assurance of Centres**

Centres delivering ATHE qualifications must be committed to ensuring the quality of teaching and learning so that the learner experience is assured. Quality assurance will include a range of processes as determined by the centre and this could include, gathering learner feedback, lesson observation, analysis of qualitative and quantitative data etc. There must also be effective standardisation of assessors and verification of assessor decisions. ATHE will rigorously monitor the application of quality assurance processes in centres.

ATHE's quality assurance processes will include:

- Centre approval for those centres which are not already recognised to deliver ATHE RQF qualifications
- Monitoring visits to ensure the centre continues to work to the required standards
- External quality assurance of learner work

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

## **Malpractice**

Centres must have a robust Malpractice Policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for quality assurance can be authenticated as the learner's own. Any instance of plagiarism detected by the External Quality Assurer during sampling, will be investigated and could lead to sanctions against the centre.

Centres should refer to the Delivering ATHE Qualifications Guide and the ATHE Malpractice and Maladministration Policy on the ATHE website.

## **Guidance for Teaching and Learning**

Learners learn best when they are actively involved in the learning process. We would encourage practitioners delivering our qualifications to use a range of teaching methods and classroom-based activities to help them get information across and keep learners engaged in the topics they are studying. Learners should be encouraged to take responsibility for their learning and need to be able to demonstrate a high degree of independence in applying the skills of research and evaluation. You can facilitate this by using engaging methods of delivery that involve active learning rather than relying on traditional methods of lecture delivery to impart knowledge.

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

## **Top Tips for Delivery**

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

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

## **Unit Specifications**

### Unit Format

Each unit in ATHE's suite of qualifications is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external quality assurers.

Each unit has the following sections:

### Unit Title

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

### Unit Aims

The unit aims section summarises the content of the unit.

### Unit Code

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

### RQF Level

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

### Credit Value

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

### Guided Learning Hours (GLH)

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

### Learning Outcomes

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

### Assessment Criteria

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

### Unit Indicative Content

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

## Unit 1 - Structure and Overview of the Health and Social Care Sector

<b>Unit aims</b>	This unit aims to develop an understanding of the health and social care sector, its aims and purpose and the organisations that provide health and social care along with an awareness of current issues impacting the sector in a chosen country.		
<b>Unit level</b>	<b>3</b>		
<b>Unit code</b>	K/618/4167		
<b>GLH</b>	50		
<b>Credit value</b>	<b>12</b>		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.		
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>		
	Pass	Merit	Distinction
1. Understand the structure of health and social care provision	1.1 Explain the aims of health and social care provision 1.2 Describe the organisation of health and social care provision within your chosen country 1.3 Describe the size of the health and social care sector within your chosen country 1.4 Explain how health and social care provision is funded within your chosen country	1M1 Outline how the sector is regulated in your chosen country	1D1 Analyse health and social care spending for your chosen country
2. Understand health and social care provision for different ages and stages of life	2.1 Outline the points at which health and social care provision may be required during a lifetime 2.2 Describe the health and social care services required and provided at the different points during a lifetime 2.3 Explain arrangements for long-term care provision 2.4 Explain how services are accessed at each provision point in your	2M1 Analyse barriers to access to provision at different stages of life	2D1 Assess how barriers to access are being overcome



	chosen country		
3. Understand the different areas of specialism within health and social care	3.1 Analyse the different specialist areas within health and social care 3.2 Describe a range of health and social care professions	3M1 Outline how access to professions is regulated	
4. Understand issues in health and social care	4.1 Assess equality of access to health and social care within your chosen country 4.2 Explain current public health issues within your chosen country 4.3 Describe current issues in the provision of health and social care within your chosen country	4M1 Outline campaigns to address current public health issues	

## Indicative Content

### 1 Understand the structure of health and social care provision in chosen country

- Aims of health and social care e.g. promote health and wellbeing, keep people healthy, support those in need of medical or social care.
- Organisation of sector – national/regional; state funded/private/voluntary; co-ordination/separation of health and social care aspects; regulation (legislation/self-regulation, heavily regulated/not closely controlled); who can provide care.
- Size of sector in terms of finance, employment, percentage of GDP, provision compared to population.
- Funding of health and social care – state funding, private health insurance, charity; health and social care spending – where the money goes.

### 2 Understand health and social provision for different ages and stages of life

- Ages/stages: infancy, early childhood, adolescence, early adulthood, middle adulthood, later adulthood
- Services required/provided at different stages e.g. maternity, childcare, adolescence, medical care for conditions, support for people with disabilities, end of life care; services include GP, preventative health care, hospital, social care, mental health services etc.
- Long-term care provision for individuals with long term health conditions or disabilities e.g. care in the community, institutionalised care.
- Access to services e.g. direct, through GP or referral, through private insurance provider etc.
- Barriers to services e.g. regional, social, economic, policy barriers; how barriers are addressed.

**3 Understand the different areas of specialism within health and social care**

- Specialisms e.g. paediatrics, geriatric, maternity, mental health, social work.
- Professions e.g. doctor, nurse, specialist, health care worker, social worker, social care worker.
- Regulation of professions e.g. regulatory bodies, legislation, good practice.

**4 Understand issues in health and social care in chosen country**

- Equality and social/economic inequality and impact on healthcare; how inequalities are addressed.
- Public health issues e.g. vaccination programmes, contraception, healthy eating promotion, preventative health campaigns.
- Current issues in provision e.g. state of national health, population demographic, government policy/strategy, state of current provision.

## Unit 2 - Principles, Values and Regulation in the Health and Social Care Sector

<b>Unit aims</b>	This unit aims to develop knowledge of the principles and values, and the legislation, regulations and guidance that underpin work in the health and social care sector in a chosen country.		
<b>Unit level</b>	<b>3</b>		
<b>Unit code</b>	M/618/4168		
<b>GLH</b>	60		
<b>Credit value</b>	<b>10</b>		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.		
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand current policy on health and social care	1.1 Identify current government policies relating to health and social care in your chosen country 1.2 Explain the impact of policy on the health and social care sector and on the provision of care within your chosen country	1M1 Assess how policy meets the current needs of the population in terms of health and social care	
2. Understand legislation and guidance which impact on the provision and practice of health and social care	2.1 Outline sources and status of legislation, regulation and guidance in your chosen country 2.2 Analyse the impacts of legislation and guidance on the provision of health and social care provision and on health and social care workers	2M1 Analyse the aims and purpose of legislation and guidance	2D1 Assess the implications of failure to comply with legislation or guidance
3. Understand the principles and values that underpin the provision of care	3.1 Describe the underpinning principles of health and social care 3.2 Outline how these principles impact on the provision of care 3.3 Explain initiatives to promote the	3M1 Assess how underlying principles support basic human rights	3D1 Assess the implications of failing to adhere to fundamental principles of care

	fundamental principles among those working in health and social care		
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## Indicative Content

### 1 Understand current policy on health and social care in chosen country

- Government policy on health and social care; priorities; how policy is set; areas funded/underfunded
- Other government policies affecting provision e.g. economic policy, immigration policies etc.
- Impacts of policy on provision e.g. provision of facilities, employment of staff, commissioning of services.

### 2 Understand legislation and guidance which impact on the provision and practice of health and social care

- Legislation e.g. care, health, mental health, human rights, equality, health and safety, data protection.
- Guidance e.g. sector guidance, medical guidance, professional guidance, codes of conduct.
- Key points – application of legislation and guidance (who it applies to, when and how); aims and purpose e.g. protection of individuals, equal access to provision etc.; penalties for non-compliance
- Sources e.g. government legislation; professional bodies; clinical bodies e.g. in UK NICE and British Medical Association.
- Status e.g. legal, mandatory, voluntary
- .
- Impacts on provision and workers e.g. maintaining safety and quality of provision; ensuring consistency; practical aspects such as record keeping requirements.

### 3 Understand the underlying principles and values that underpin the provision of care

- Underpinning principles of care e.g. in UK fundamental principles, dignity agenda, duty of care, safeguarding, ethics.
- Impact e.g. on quality and safety of care, support for rights of individuals, consistency and co-ordination of care; impact of failure to comply e.g. poor quality care, infringement of rights, safeguarding issues, striking off by professional body.
- Initiatives e.g. in UK dignity agenda, promotion of rights, person-centred care, 6C's (Care., Compassion, Competence, Communication, Courage, Commitment).

### Unit 3 - Human Growth and Development

<b>Unit aims</b>	This unit aims to develop an understanding of different areas of growth and development, and how each development area has an impact on the other. This unit introduces learners to the various stages of growth and development that a human being passes through on their journey through life.		
<b>Unit level</b>	3		
<b>Unit code</b>	T/618/4169		
<b>GLH</b>	28		
<b>Credit value</b>	5		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.		
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>		
	Pass	Merit	Distinction
1. Know stages of growth and development throughout the human lifespan.	1.1 Describe physical, intellectual, emotional, and social development for each of the life stages of an individual. 1.2 Identify key changes from birth to old age affecting health and wellbeing. 1.3 Explain developmental norms and milestones.	1M1 Analyse how each development area has an impact on the other.	
2. Understand potential effects of life factors and events on growth and development.	2.1 Identify life factors and events which affect growth and development. 2.2 Explain potential effects of life factors and events on the growth and development of individuals.		2D1 Evaluate how nature and nurture affects individual's physical, intellectual, emotional and social development.

3. Understand physical and psychological changes of ageing.	3.1 Explain physical and psychological changes linked to ageing. 3.2 Explain lifestyle choices associated with ageing.	3M1 Discuss the effect that physical changes associated with ageing have on self esteem and self-confidence.	3D1 Evaluate the influence lifestyle choices have on ageing.
4. Understand the effect of transitions and significant life events.	4.1 Identify transitions and significant life events across the life stages. 4.2 Describe the impact that transitions and significant life events may have on individuals. 4.3 Explain the role of the health and social care practitioner in supporting individuals during transition and significant life events.		4D1 Analyse the impact of person-centred approaches on the support provided by practitioners to individuals experiencing transition and significant life events.

## Indicative Content

### 1 Know stages of growth and development throughout the human lifespan.

Life stages:

- Infancy
- childhood
- adolescence
- early, middle, late adulthood.

#### Physical, intellectual, emotional and social development:

Physical development: gross motor skills, involving large movements that involve the whole body  
fine motor skills: involving smaller, more controlled movements. Physical changes to the body as a result of puberty.

Emotional and social development: bonding and attachments, expressing feelings, following instructions, cooperation, self-control, self-concept, friendships/peer groups.

#### Changes from birth to old age affecting health and wellbeing:

Nature-nurture debate: key principles; biological programming, the effects of experiences versus heredity, maturation theory, life factors, genetic, biological, environmental, socioeconomic, lifestyle, major life events.

#### Developmental norms and milestones:

Holistic development, physical, intellectual, language, emotional and social at each life stage,

causes and effects of delayed and arrested development.

**The stages of care available to meet health conditions throughout the human lifespan:**

Early years, paediatric, children and young people's services, health/healthcare service providers, social care service providers, support service providers, integrated care, multidisciplinary care, end of life care, palliative care.

**2 Understand potential effects of life factors and events on growth and development.**

**Life factors and events which affect growth and development:**

- biological influences
- lifestyle
- education
- employment
- socio-economic
- relationships
- culture
- physical environment
- health
- bullying
- aspiration.

**Effects-** illness, disability, loss of focus, increase in focus, achievement, less achievement, need for support and guidance, access to services.

**The role of health and social care provision in supporting individuals:**

- The extent to which services support, inclusion, development, planning, service delivery, independence, safeguarding, funding, value, involvement. 6C's (Care., Compassion, Competence, Communication, Courage, Commitment).

**3 Understand the physical and psychological changes of ageing.**

- The physical and psychological changes linked to ageing: physical changes, respiratory system, muscular-skeletal, skin, effects of illnesses that are more common in ageing
- Psychological changes: effects on confidence; effects on self-esteem; effects of ageism; effects of, theories of ageing, e.g. social disengagement, activity theory; application to current health and social care provision

**Services available to support individuals experiencing changes associated with ageing:** self help, medical and health services, social care services, home support, counselling, mediation, networks, independent living, supported living

**Effects on self-esteem and self-confidence of the physical changes associated with ageing:**

loss of independence, support from others, access to services, community support, provision of services, person centred approaches, consent, capacity

**The influence of theories of ageing on health and social care provision:**

Principles of mental capacity and establishing consent, self-directed and service support, strength based approach, care planning, advantages and disadvantages of care pathways, features of person-centred approaches to integrated care, working in a person-centred way to promote an individual's wellbeing

#### **4 Understand the effect of transitions and significant life events.**

Transitions and significant life events across the life stages:

- infancy: separation, nursery, weaning, toilet training
- childhood: school, siblings, moving home
- adolescence: puberty, exams, leaving home
- early, middle, late adulthood: employment, marriage, parenthood, divorce, bereavement, retirement, age-related medical conditions.

The impact that transitions and significant life events may have:

- long and short term effects
- emotion
- relationships
- financial
- independence
- health and well being
- self esteem
- resilience.

The role of the health and social care practitioner in supporting individuals during transition and significant life events:

- to take action
- to promote health and well-being
- to meet individual needs
- to meet the needs of family/carers/friends.

The impact of person-centred approaches on the support provided by practitioners to individuals experiencing transition and significant life events:

- preparing individuals for transition or event
- supporting the needs of individuals during transition and events
- assessment of needs
- action planning and goal setting
- planning
- choice
- independence.



#### Unit 4 - Working in Health and Social Care

<b>Unit aims</b>	This unit aims to develop an understanding of the key features involved in delivering safe and consistent services in health and social care. This unit looks at fundamental principles, such as person centred practice and safeguarding and protection, as well as effective working relationships and communication, that underpin the work of all health and social care workers.		
<b>Unit level</b>	3		
<b>Unit code</b>	K/618/4170		
<b>GLH</b>	80		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.		
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand person centred working.	1.1 Define person centred practice. 1.2 Analyse how person centred ways of working contribute to continuity of care. 1.3 Describe the role of safeguarding and protection in person centred practice. 1.4 Explain the benefits of positive risk taking for individuals accessing services.	1M1 Analyse how the 6 Cs of care underpin person centred practice.	1D1 Analyse why it is important for health and social care workers to demonstrate person-centred values throughout their working practice.
2. Understand the use of effective communication in health and social care provision.	2.1 Describe the role of communication in health and social care. 2.2 Explain methods of communication used in health and social care. 2.3 Identify barriers to communication in health and social care. 2.4 Describe information handling and recording procedures. 2.5 Explain the principles and practices relating to confidentiality in health	2M1 Evaluate factors that can influence the maintenance of confidentiality in health and social care.	2D1 Evaluate strategies used in health and social care settings to overcome barriers to communication.

	and social care		
3. Know how to reduce the spread of infection.	3.1 Explain the cause and spread of infection. 3.2 Explain the importance of preventing and controlling the spread of infection. 3.3 Explain how to reduce the spread of infection.	3M1 Analyse how an outbreak of infection would be managed in a health and social care setting.	3D1 Assess how risk assessment can contribute to reducing the spread of infection in a health and social care setting.
4. Understand working relationships in health and social care.	4.1 Describe different working relationships in health and social care settings. 4.2 Explain the role of an advocate in supporting individuals accessing services. 4.3 Explain why it is important to work in partnership with others. 4.4 Evaluate the role of teams in providing a co-ordinated approach to service delivery.	4M1 Analyse how team leadership can address challenges faced by teams in health and social care.	
5. Understand the principles of care planning.	5.1 Explain the purpose of care planning. 5.2 Outline roles and responsibilities involved in the care planning process. 5.3 Describe how to ensure the individual is involved in all stages of care planning and review.	5 M1 Analyse ways to overcome barriers to implementing care plans	5 D1 Critically review the challenges of developing care plans that meet the needs of the individual and their agreed outcomes.
6. Understand the safe administration of medication.	6.1 Describe common types of medication and their effects, and potential side effects. 6.2 Explain the different routes of medicine administration. 6.3 Describe how to administer medication safely and in line with current legislation and		6 D1 Analyse standard precautions for infection control for the administration of medication.

	<p>guidelines.</p> <p>6.4 Explain the records to be completed for the storage, administration and disposal of medication.</p>		
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## Indicative Content

### 1 Understand person centred working.

- Ways of working which puts the person at the centre of all care service provision, taking into account their individuality, beliefs, wishes, abilities and preferences.
- Consistency, ongoing review, responsive to change, knowledge of care needs, recording of needs agreed
- Positive risk taking, prevention, protection, duty of care, skills development in a protected environment, choice, inclusion
- Amending objectives, monitoring achievement, support options, changing level of support, achievement, support, impact on self esteem
- 6C's (Care, Compassion, Competence, Communication, Courage, Commitment).
- Agreed ways of working, involvement, inclusion, decision making, self-management, self care, duty of care, continuity of care service delivery

### 2 Understand why effective communication is important in health and social care provision.

- one-to-one, groups, formal, informal, between colleagues, between professional and people
- using services, communication with professionals, multi-agency working, multi-professional working
- verbal, body language, written, formal, informal, use of technology, augmentative approaches. text messaging, written, oral, signing, symbols, touch, music and drama, objects of reference, art, technology, British Sign Language, Makaton, Braille, objects of reference, finger spelling, communication passports, human and technological aids to communication, variation between cultures
- data protection, recording, reporting, storage, confidentiality, sharing information
- use of information, stating purpose of information, when to share information and who with, safe storage
- the purpose of information, level of risk, who information is shared with, safeguarding, content of information
- staff training, assessment of need, preferred method, promoting rights, confidentiality, defusing aggression, assertiveness, appropriate verbal/non-verbal communication, building relationships, appropriate environment, attitude, confidence

### 3 Know how to reduce the spread of infection.

- Agents of infection e.g. bacteria, virus, parasites, fungi, reservoirs of infection, to include other people, organisms, spore formation, carriers of infection e.g. water-borne diseases, vector-borne diseases, human contact, raw/infected food
- Harm reduction, safeguarding prevention of further outbreak, loss of reputation, illness, fine/legal action, prevention
- Training, monitoring and supervision, awareness of processes and procedures, handwashing, reporting and recording, risk assessment, sanitiser, use of protective equipment e.g. overalls,

gloves, understanding and using interpersonal skills, purpose, correct practice for application, use and disposal.

- Reporting and recording mechanisms, risk assessment, closure, initiate relevant infection prevention control measures, recording of timeline of events, restriction of movement, decontamination of affected area/s
- Harm reduction, safety, identification of risk, closure of infection area/s, management of identified risk/s, control measures

#### **4 Understand working relationships in health and social care**

- Health and social care workers, carers, family/friends, colleagues, key agencies and professionals include agencies offering support with health care, social care, personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists.
- To facilitate social inclusion, person-centred; active partner, empowerment participation, reducing inequalities of opportunity, respect, choices; issues and dilemmas
- Best outcomes for individuals concerned, o reduce duplication, consistency of delivery, effective and efficient use of resources, use of specialist expertise and knowledge, advice, guidance, sharing of knowledge, safeguarding
- Consistency and continuity of service, sharing of roles, allocation of tasks, identification of knowledge and skills, cascading of knowledge and skills, mentoring, information sharing as appropriate
- Role of leader, role modelling, knowledge of issues, risk assessment, identification of actions to be taken, training, shadowing, accessing resources

#### **5 Understand the principles of care planning.**

- individual plans documenting preferences and requirements for care and support, negotiation and consultation in empowering individuals, making decisions and choices, to document an individual's needs, evaluating plans to assess effectiveness of meeting individual needs, holistic approach to meeting the needs and preferences of individuals
- team members and colleagues, advocates, other professionals, the individual requiring care and support, families, friends, other people who are important to the individual
- Including the individual in all planning and review, not talking over them or about them, behaving positively, looking at what they can do instead of what they cannot do
- Use of effective communication, accessing resources, consultation, inclusive communication, respect individuals' choices, listen and respond to questions and concerns, responding to any questions and concerns, working to resolve conflicts, seeking extra support and advice where necessary, specialist support
- With reference to situations which are distressing or traumatic, potentially harmful or unsafe, likely to have serious implications, consequences, involving confidential information, involving complex communication, supporting cognitive needs

#### **6 Understand legislation, policy and procedures relevant to administration of medication.**

- Statutory requirements in relation to mental health, mental capacity, children/young people and medicines, national service frameworks and other country specific guidance relevant to country of study including the relevant updates and changes; policies, local and national, risk assessment in medicine management
- Analgesics, antibiotics, antidepressants, antipsychotics, anti-inflammatories, sedatives, vaccines.

- Buccal, enteral, inhalable, infused, intramuscular, intrathecal, intravenous, nasal, ophthalmic oral, otic, rectal, subcutaneous, sublingual, topical, transdermal
- Checks carried out in relation to medication, patient, name checks, correct medication, correct dosage, correct time, medication in date, route to be used, eaten/not eaten as require, consent
- Analyse standard precautions for infection control for the administration of medication.
- Use of personal protective equipment (PPE), hand washing, correct disposal of items used, reporting and recording, risk assessment
- Records of receipt of medication, Medicine Administration Record (MAR) charts, disposal records, storage records

## Unit 5 - Research in Health and Social Care

<b>Unit aims</b>	This unit aims to develop essential academic and research skills required for working in the health and social care sector and to be able to formally present academic research findings, written and orally.		
<b>Unit level</b>	3		
<b>Unit code</b>	M/618/4171		
<b>GLH</b>	55		
<b>Credit value</b>	10		
<b>Unit grading structure</b>	Pass, Merit and Distinction]		
<b>Assessment guidance</b>	In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.		
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>		
	Pass	Merit	Distinction
1. Understand the role of research and different approaches in health and social care practice	1.1 Explain the links between research and evidence-based practice. 1.2 Analyse the contribution of research and evidence-based practice on decision-making. 1.3 Explain the contribution of research to health and social care provision.	1M1 Analyse potential uses for the research findings within practice.	
2. Know how to identify and justify a topic for research within services for health and social care	2.1 Agree a topic for research. 2.2 Explain the importance of the aims and objectives of the research. 2.3 Explain ethical considerations that apply to the area of the research project.		2D1 Analyse own current skills and knowledge in being able to conduct a literature review in health and social care towards evidence-based practice
3. Be able to complete a research project in health and social care.	3.1 Perform a literature review. 3.2 Create a sample of data from the findings. 3.3 Apply suitable data analysis methods for the data collected. 3.4 Present data and information from	3M1 Analyse the importance of validity and reliability of data used within research	3D1 Examine the value of the literature review process in influencing positive change in health and social care practice

	findings to produce results. 3.5 Draw conclusions and recommendations from research findings.		
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## Indicative Content

### 1 Explain the role of research in evidence-based health and social care practice

- How research develops, improves or identifies gaps in practice and/or provision, value of research in developing cost effective interventions and promoting health and wellbeing of individuals
- Guidance, protocols, policy, practice, safety, duty of care, safeguarding, currency of practice
- Data collection methods, types of data, analysis approaches, statistics packages, grounded theory, validity, reliability,
- Potential uses for findings in practice, draw conclusions from the data, the actions that future researchers should take as a result of the project, benefits to the organisation

### 2 Know how to identify a topic for research within services for health and social care

- Considering potential impact of research, using evidence based-practice, identifying potential participants or sample, ethical considerations, developing a timeline for research, presenting potential evidence-based practice study
- Aims and objectives – the reasons, understanding and methods for conducting the research project.
- Permissions and approvals, consent, confidentiality, anonymity
- Understanding of research, purpose, aims and objectives, need for accuracy, focus, time management, recording. Reporting, analysis

### 3 Understand the processes involved in completing a research project

- Data collecting methods, types of data, analysis approaches, statistics packages, grounded theory, validity, reliability
- Problem statements, literature review, conceptual framework, research question, hypothesis, terms of reference, methodology, timelines – scope of work, budget.
- Data collecting methods, types of data, analysis approaches, statistics packages, grounded theory validity reliability
- Integration of expertise, values, the best research evidence into the decision making process for care; ethics: permissions and approvals, consent, confidentiality, anonymity
- Quality improvement, evidence, guidelines, policy.
- Comparability, currency, validity, broadening of search, gaining of evidence, authenticity

## Unit 6 - Personal and Professional Development in the Health and Social Care Sector

<b>Unit aims</b>	This unit aims to develop the skills and knowledge required to plan and implement own personal and professional development for further study or work in the health and social care sector and for future reflective practice.		
<b>Unit level</b>	<b>3</b>		
<b>Unit code</b>	T/618/4172		
<b>GLH</b>	30		
<b>Credit value</b>	<b>8</b>		
<b>Unit grading structure</b>	Pass, Merit and Distinction		
<b>Assessment guidance</b>	In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.		
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>		
	Pass	Merit	Distinction
1. Understand career and progression opportunities in the health and social care sector	1.1 Outline careers and job roles in health and social care 1.2 Explain progression within a chosen health and social care career area 1.3 Analyse skills and knowledge required for a specific role in health and social care.		
2. Understand professional development in health and social care	2.1 Identify standards relating to professional development in health and social care 2.2 Assess the need for continuing professional development in health and social care	2M1 Assess the continuing professional development requirements for a chosen health and social care role	2D1
3. Understand how reflective practice supports personal and professional development	3.1 Explain what is meant by reflective practice 3.2 Explain theoretical models of reflective practice 3.3 Analyse impact of own attitudes, values and beliefs on provision and practice of care 3.4 Reflect on own learning	3M1 Assess how reflective practice supports professional development	3D1 Analyse the benefits of reflective practice



4. Understand how to plan own personal and professional development in health and social care	4.1 Outline the stages in planning own personal and professional development 4.2 Explain how to identify development needs 4.3 Explain how to write SMART targets for own personal development 4.4 Create own personal development plan for a chosen career role	4M1 Carry out a skills audit to identify development needs	
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## Indicative Content

### 1 Understand career and progression opportunities in the health and social care sector

- Career areas in health and social care; access points for careers.
- Roles and responsibilities in health and social care.
- Progression opportunities; career progression; training and qualifications.
- Skills and knowledge required for a specific role; qualifications and experience seen as meeting skill and knowledge requirements.

### 2 Understand professional development in health and social care

- Membership of professional bodies; standards and codes of practice.
- Continuing professional development; what is it; why is it required; professional requirements.

### 3 Understand how reflective practice supports personal and professional development

- Definition of reflective practice; how it supports development; impact on colleagues, service users.
- Models of reflective practice e.g. Kolb's learning cycle, Gibbs' reflective cycle, Schon's Reflection-in-action and reflection-on-action
- How to identify own values, attitudes and beliefs; importance of self-awareness; potential impact on work practice.
- How to keep a reflective diary.

### 4 Understand how to plan own personal and professional development in health and social care

- Stages in personal/professional development planning: identifying development needs; writing SMART targets; range of development opportunities to meet learning needs e.g. training courses, on the job training, mentoring, coaching, informal learning from peers/colleagues; implementing development plans; review (and importance of review).
- Identifying development needs e.g. feedback, reflection, skills audits.
- SMART targets – Specific, Measurable, Attainable, Relevant, Time-bound
- Writing a personal development plan; format e.g. needs, targets, activities, deadlines, review.