QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 7 Diploma in Health and Social Care [610/1483/7]

Qualification Specification

August 2022

Contents

About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Employer Support for the Qualification Development

During the development of this qualification QUALIFI consults with a range of employers, providers, and existing centres (where applicable) to ensure rigour, validity and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality and Diversity

QUALIFI's qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure teaching and learning are free from any barriers that may restrict access and progression.

Learners with any specific learning need should discuss this in the first instance with their approved centre who will refer to QUALIFI's Reasonable Adjustment and Special Consideration Policy.

Qualification Title and Accreditation Number

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit within the qualification has its own RQF code. The QAN for this qualification is as follows:

Qualifi Level 7 Diploma in Health and Social Care 610/1483/7

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 7 Diploma in Health and Social Care

The aim of this qualification is to provide learners with an understanding of management within the health and social care sector. Learners will develop practical skills for a management career through a range of specialised units that include how to research and implement improvement for their employer and within the sector.

Successful completion of the QUALIFI **Level 7 Diploma in Health and Social Care** provides learners with the opportunity to progress to further study or employment or to complete a master's degree at our chosen University partners.

Learning Outcomes of the QUALIFI Level 7 Diploma in Health and Social Care

The overall learning outcomes of the qualification are for learners to:

1. Understand theories of leadership utilised in health and social care settings.
2. Understand performance management in health and social care.
3. Understand the role of financial information in managing health and social care organisations.
4. Understand strategic and business plans for healthcare organisations based on environmental analysis.
5. Understand strategies for achieving quality in health and social care services
6. Understand research approaches in health and social care contexts.

The learning outcomes and assessment criteria for each unit are outlined in the unit specifications.

Delivering the Qualification

External Quality Assurance Arrangements

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved Centres are required to have in place qualified and experienced tutors, all tutors are required to undertake regular continued professional development (CPD).

Approved centres will be monitored by QUALIFI External Quality Assurers (EQAs) to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance, and formative assessment.

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres.

QUALIFI, unless otherwise agreed:

- sets all assessments;
- moderates' assessments prior to certification;
- awards the final mark and issues certificates.
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Learner Induction and Registration

Approved Centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook and a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements qualification and that, if applicable, appropriate pathways or optional units are selected to meet the learner's progression requirements.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance to support them in making the necessary qualification and unit choices. During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI Registration, Results and Certification Policy and Procedure.

Entry Criteria

Approved Centres are responsible for reviewing and making decisions as to the applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

The qualification has been designed to be accessible without artificial barriers that restrict access. For this qualification, applicants must be aged 19 or over.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate enrolment to UK higher education postgraduate programmes where applicable. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units, or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's *Recognition of Prior Learning Policy*.

Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes and may be made available to our regulators. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

Learner Voice

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year, centres will have a range of mechanisms for learners to feed back about their experience of teaching and learning.

Professional Development and Training for Centres

QUALIFI supports its approved centres with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 7 Diploma in Health and Social Care** will enable learners to progress to:

- QUALIFI Level 8 in Strategic Management and Leadership.
- University to complete a master's degree.
- Employment in an associated profession.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI Level 7 Diploma in Health and Social Care is made up of 120 credits which equates to hours 1200 hours of TQT.

Total Qualification Time (TQT): is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Examples of activities that can contribute to Total Qualification Time includes guided learning, independent and unsupervised research/learning, unsupervised compilation of a portfolio of work experience, unsupervised e-learning, unsupervised e-assessment, unsupervised coursework, watching a prerecorded podcast or webinar, unsupervised work-based learning.

Guided Learning Hours (GLH): are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination for QUALIFI Level 7 Diploma in Health and Social Care

All Units are mandatory.

Unit Reference	Mandatory Units	Level	Credit	GLH	TQT
A/650/4192	Health and Social Care Leadership	7	20	100	200
D/650/4193	Managing People in Health and Social Care	7	20	100	200
F/650/4194	Managing Finance in Health and Social Care	7	20	100	200
H/650/4195	Health and Social Care Strategies and Policies	7	20	100	200
J/650/4196	Leading Change in Health and Social Care	7	20	100	200
K/650/4197	Research Methods for Healthcare Professionals	7	20	100	200

Achievement Requirements

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve this qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

Awarding Classification/Grading

This qualification grading is **Pass/Fail.**

All units will be internally assessed through written assignment, internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Methods

QUALIFI will provide [enter assessment method e.g., written assessment tasks] for each unit of this qualification. These tasks will address all learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification.

The tasks will enable learners to draw on work-related information and/or examples wherever possible. Some assessment tasks will contain a practical assignment which will require observation by an assessor, see Assessment Guidance for further information.

The assessment tasks will require learners to draw on real organisational information or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

QUALIFI may provide a Candidate Workbook for each unit that learners should use to record their answers and/or cross-reference any supporting evidence relating to a practical task. Approved centres should request a copy of the assessment workbook.

Learner assessments will be internally marked by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

Unit Specifications

Unit HSC701: Health and Social Care Leadership

Unit code: A/650/4192

RQF level: 7

Unit Aim

The aim of this unit is to provide learners with an in depth understanding of theories in relation to leadership, and leadership styles, using these to appraise the leadership role, selecting and applying appropriate leadership approaches.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit,a learner will:	Assessment Criteria Assessment of this learning outcome will require alearner to demonstrate that they can:
1. Understand theories of leadership utilised in health and social care settings.	1.1 Analyse key leadership theories. 1.2 Analyse how leadership theories can develop and maintain trust and accountability. 1.3 Evaluate the challenges of leadership in the health and social care sector. 1.4 Analyse how different leadership styles may influence outcomes.
2. Understand influences on motivation and performance in the health and social care sector.	2.1 Assess the relevance of motivational theoriesto organisational performance in health and social care. 2.2 Explore factors influencing motivation and performance in the health and social care sector. 2.3 Analyse the impact of performance management on the success of health andsocial care organisations. 2.4 Analyse how own practice supports a positive culture in the organisation
3. Understand the features of effective team performance within the health and social care sector.	3.1 Explain the features of effective teams. 3.2 Analyse the different models of team leadership and their application to the health and social care sector. 3.3 Explain how challenges to effective team performance can be overcome. 3.4 Analyse how different management styles may influence outcomes of team performance.

Unit HSC702: Managing People in Health and Social Care

Unit code:
D/650/4193

RQF level: 7

Unit Aim

The aim of this unit is to enable the learner to understand the processes involved in the recruitment, management and development of people in the health and social care workplace.

Learners will develop skills in the recruitment and retention of staff, as well as the importance of training and industrial relations. Learners will also understand the importance of identifying and managing cultural diversity in the workforce.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand recruitment and selection processes in health and social care.	2. Explain the factors involved in the planning of recruitment in health and social care. 3. Explain situations when it is necessary to seek specialist expertise in relation to recruitment and selection. 4. Describe the relevant legislative and regulatory frameworks that affect recruitment and selection in health and social care. 5. Evaluate the different approaches used in the selection process in health and social care. 6. Analyse the policies and procedures resulting from serious case reviews and inquiries which contribute to safeguarding in health and social care.
2. Understand training and career development opportunities available for individuals in the health and social care sector.	2.1 Explain how to maximise individual and group performance by implementing different performance management solutions. 2.2 Analyse career development and lifelong learning opportunities in the health and social care sector.

3. Understand performance management in health and social care.	3.1 Explain techniques for monitoring performance in health and social care 3.2 Assess methods for identifying individual training and developing needs 3.3 Analyse techniques for promoting continuous professional development in health and social care.
4. Understand strategies for managing a diverse workforce.	4.1 Analyse the significance of cultural diversity to the health and social care sector. 4.2 Explain the benefits of a culturally diverse workforce. 4.3 Assess strategies for managing a diverse workforce.

Unit HSC703: Managing Finance in the Health and Social Care Sector

Unit code:
F/650/4194

RQF Level: 7

Unit Aim

The aim of this unit is to introduce key financial concepts and tools for managers in health and social care. The unit considers the knowledge and understanding necessary for making finance informed decisions in health and social care organisations. This unit should be studied within the contexts of local, national and international legal frameworks and good practice relating to finance.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit,a learner will:	Assessment Criteria Assessment of this learning outcome will require alearner to demonstrate that they can:
1. Understand the role of financial information in managing health and social care organisations.	1.1 Explain the importance of accounting and finance management in the context of a healthand social care organisation. 1.2 Evaluate how financial software is utilised within the accounting functions of organisations. 1.3 Describe how key financial ratios are used byhealth and social care organisations.
2. Understand the different sources of finance available for the health and social care organisations.	2.1 Differentiate between long- and short-term business finance needs of health and socialcare organisations. 2.2 Explain the benefits and limitations of various sources of finance available to an organisation. 2.3 Evaluate the process of budgetary control andrevenue management in a health and social care organisation.
3. Understand how business decisions in health and social care can be informed by financial information.	3.1 Explain the rules of double-entry book-keepingand how it is used to maintain financial records. 3.2 Interpret organisational budgets in health andsocial care. 3.3 Evaluate capital expenditures and investmentprojects using different

	investment appraisal techniques.
	3.4 Make recommendations for financial management in health and social care organisations

Unit HSC704: Health and Social Care Strategies and Policies

Unit code:
H/650/4195

RQF Level: 7

Unit Aim

This unit aims to explore international health and social care policy; contemporary, political, social and cultural issues that help to determine healthcare policy and strategy applicable to the national and international context.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the development of international healthcare policy.	1.1 Summarise current global issues in health and social care. 1.2 Explore approaches to health and social care policy formation in an international context. 1.3 Assess how policy formation is influenced by funding in a national context. 1.4 Critically evaluate health and social care policy in own country. 1.5 Evaluate practical and political responses to a current international issue.
2. Understand external and internal environments for health and social care organisations	2.1 Analyse the significance of external and internal environmental analysis. 2.2 Analyse how competitively relevant strengths and weaknesses can be used to suggest appropriate strategic actions within a chosen health and social care context. 2.3 Analyse policy solutions in relation to one aspect of health and social care.
3. Understand strategic and business plans for healthcare organisations based on environmental analysis.	3.1 Justify best strategic choice after strategic analysis to implement strategy 3.2 Develop a business plan based on a current market situation in relation to the best strategic choice that is suitable for a health and social care organisation 3.3 Evaluate the business plan, making recommendations for improvement.

4. Understand the contribution of public andhealth promotion in the provision of health and social care services.	4.1 Examine national and international socio-political issues in the promotionof public health.
	4.2 Analyse the role of health promotion in determining health care service demand in a national setting.
	4.3 Evaluate the impact of international campaigns and national policies onthe demand for healthcare.

Unit HSC705: Leading Change in Health and Social Care

Unit code:
J/650/4196

RQF Level: 7

Unit Aim

The aim of this unit is to develop learners' understanding of people management in organisations, from recruitment, through to HR processes, managing job performance, reward and recognition, and training and development

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require alearner to demonstrate that they can:
1. Understand perspectives of quality in health and social care services.	1.1 Explain stakeholder roles in relation to qualityand standards in health and social care settings. 1.2 Explore the role of external agencies in setting and maintaining standards. 1.3 Evaluate the impact of poor quality and standards on health and social care. 1.4 Analyse methods for evaluating health and 1.1 social care quality of service provision.
2. Understand strategies for achieving quality in health and social careservices	2.1 2.1 Explain ways in which quality can bemeasured in health and social care. 2.2 Evaluate approaches to implementing qualitysystems. 2.3 Analyse barriers to delivery of quality healthand social care services.
3. Understand the principles of change management in health and social care settings.	3.1 Analyse factors that drive change. 3.2 Describe underpinning theories of change management. 3.3 Describe approaches, tools and techniques that support the change process. 3.1 Explain the importance of effective changemanagement for service provision.
4. Be able to create a planand implement effective change within a health and social care organisation.	4.1 Assess and select relevant tools and techniques to implement and manage change. 4.2 Develop a plan to implement a change in an organisation. 4.3 Develop measures to monitor and evaluate the progress of the change plan.

5. Be able to analyse stakeholder responses to organisational change.	5.1 Assess possible risks associated with an organisatinal change process.
	5.2 Apply a stakeholder analysis to understand possible resistance to change.
	5.3 Critically appraise relevant strategies to manage resistance to change in organisations.
	5.4 Evaluate effectiveness of quality systems, policies and procedures used in a health and social care setting.
	5.5 Analyse factors that influence the achievement of quality in the health and socialcare provision.
	5.6 Suggest ways in which the health and social care service could improve quality of service provision.

Unit HSC706: Research Methods for Healthcare Professionals

Unit code:

K/650/4197

RQF Level: 7

Unit Aim

The aim of this unit is to develop learners' research skills to include understanding different research approaches, formulation of research proposals, planning research activity, analysing and interpreting data, and the relationship between research and evidence-based practice.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require alearner to demonstrate that they can:
1. Understand the relevance of research within health and social care contexts.	1.1 Justify the contribution of research to health and social care provision.
2. Understand research approaches in health and social care contexts.	2.1 Critically evaluate a range of research philosophies. 2.2 Examine different approaches to research.
3. Be able to plan a research proposal relevant to management of health and social care.	3.1 Justify the elements of a research proposal. 3.2 Design an appropriate research proposal. 3.3 Analyse the ethical aspects of research
4. Be able to analyse and interpret a range of data.	4.1 Explain types and sources of research data. 4.2 Analyse data using appropriate approaches. 3.2 Draw conclusions from data collected.
5. Understand the relationship between research and evidence-based practice.	5.1 Analyse the relationship between research and evidence-based practice. 5.2 Evaluate an existing piece of research relevantto health and social care. 5.3 Analyse the contribution of research and evidence based practice to decision-making.

Suggested Resources

Bell, J. (2010) Doing Your Research Project. 5th edn. Maidenhead: OU Press

Bowling, A. (2014). Research Methods in Health: Investigating Health and Health Services. Open University Press: Milton Keynes Dickson, H. (2008) Evaluating outcomes in health and social care. Bristol: Policy Press

Dochartaigh, N. (2012) Internet Research Skills. 3rd Edition. London: Sage

Durrant, A. Rhodes, G., Young, D. (2009) Getting Started with University-level Work Based Learning. Middlesex: Middlesex University Press

Ford, N. (2011) The Essential Guide to Using the Web for Research. London: Sage

Gomm, R., Needham, G. and Bullman, A. (2000) Evaluating research in health and social care. London: Sage

Saunders, M. and Lewis, P. (2011) Doing Research in Business management: An Essential Guide to Planning your Project. Harlow: Prentice Hall

Walker, I. (2010). Research Methods and Statistics. Palgrave: London

Britnell, M. (2015). In Search of the Perfect Health System. Palgrave Macmillan: London.

Brooks, I. (2008). Organisational Behaviour, Individuals, Groups and Organisations, 4th Edition, Prentice Hall ISBN: 10:0273715364

Cottrell, S. (2011) Critical Thinking Skills: Developing Effective Analysis and Argument (Palgrave Study Skills). Palgrave Macmillan ISBN 978- 0230285293

Gold, J., Thorpe, R., and Mumford, A. (2010) Leadership and Management Development. CIPD

Hartley, J. and Bennington J. (2010). Leadership for Healthcare. Polity Press ISBN 15BN978 1 84742 486 0

Johnston, R., Clark, G., and Shulver, M. (2012). Service Operations Management: Improving Service Delivery. Pearson: London. Kavitha R (2012) Service Quality Measurement in Health Care System. Lambert. London

Martin, V. (2010). Managing in Health and Social Care, (Routledge 2nd edition) ISBN-13: 978-0415493895

Parkin, P. (2009). Managing Change in Healthcare: Using Action Research. Sage 2009; ISBN: ISBN-10: 1412922593

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