



# **OTHM LEVEL 7 DIPLOMA IN HEALTH AND SOCIAL CARE MANAGEMENT**

Qualification Number: 601/8177/1

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(RQF) Specification | August 2017 | Version 3.0

## TABLE OF CONTENTS

QUALIFICATION OBJECTIVES .....	3
QUALITY, STANDARDS AND RECOGNITIONS .....	3
REGULATORY INFORMATION .....	3
EQUIVALENCES .....	4
QUALIFICATION STRUCTURE.....	4
DEFINITIONS .....	4
ENTRY REQUIREMENTS .....	5
PROGRESSION .....	5
DELIVERY OF OTHM QUALIFICATIONS .....	5
ASSESSMENT AND VERIFICATION .....	6
RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT .....	6
EQUALITY AND DIVERSITY .....	6
CONTACT DETAILS.....	7
UNIT SPECIFICATIONS.....	8
UNIT 01: MANAGING SERVICE DELIVERY IN HEALTH AND SOCIAL CARE .....	9
UNIT 02: MANAGING FINANCE IN THE HEALTHCARE SECTOR .....	11
UNIT 03: INTERNATIONAL HEALTH POLICY.....	13
UNIT 04: STRATEGIC MANAGEMENT IN THE HEALTHCARE INDUSTRY .....	16
UNIT 05: ORGANISATIONAL BEHAVIOUR IN HEALTH AND SOCIAL CARE .....	18
UNIT 06: HUMAN RESOURCE MANAGEMENT.....	20
UNIT 07: STRATEGIC MARKETING FOR HEALTH AND SOCIAL CARE .....	22
UNIT 08: RESEARCH METHODS FOR HEALTHCARE PROFESSIONALS.....	24
IMPORTANT NOTE .....	27

## QUALIFICATION OBJECTIVES

The objective of the OTHM Level 7 Diploma in Health and Social Care Management qualification is to develop learners' understanding of policy, management theory and practice in health and social care. It provides learners with an opportunity to engage with the challenges facing professionals, services users and policy makers in their own country. It will provide knowledge that underpins the ability to work as an effective manager in the hospitals/social care industry. It combines both theoretical and practical knowledge in the health and social care profession. The qualification will develop and enhance knowledge and skills in the areas of leading change, effective performance, planning and accountability, development and team leadership. Learners will be able to work in a variety of roles within health care administration and/or management.

Successful completion of the Level 7 Diploma in Health and Social Care Management qualification enables learners to progress into or within employment and/or continue their study towards a relevant Master's programme with advanced standing.

## QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit register of [Regulated Qualifications](#).

OTHM has progression arrangements with several UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and Master's/top-up programmes.

## REGULATORY INFORMATION

Qualification Title	OTHM Level 7 Diploma in Health and Social Care Management
Qualification Ref. Number	601/8177/1
Regulation Start Date	30-Nov-2015
Operational Start Date	01-Dec-2015
Duration	1 Year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200 Hours
Guided Learning Hours (GLH)	600 Hours
Sector Subject Area (SSA)	1.3 Health and Social Care
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

## EQUIVALENCES

OTHM qualifications at RQF Level 7 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Master's Degrees, Integrated Master's Degrees, Postgraduate Diplomas, Postgraduate Certificate in Education (PGCE) and Postgraduate Certificates.

## QUALIFICATION STRUCTURE

The OTHM Level 7 Diploma in Health and Social Care Management qualification consists of 8 mandatory units for a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 600 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Unit title	Credit	GLH	TQT
T/507/9461	Managing Service Delivery in Health and Social Care	15	75	150
A/507/9462	Managing Finance in the Healthcare Sector	15	75	150
F/507/9463	International Health Policy	15	75	150
J/507/9464	Strategic Management in the Healthcare Industry	15	75	150
L/507/9465	Organisational Behaviour in Health and Social Care	15	75	150
R/507/9466	Human Resource Management	15	75	150
Y/507/9467	Strategic Marketing for Health and Social Care	10	50	100
D/507/9468	Research Methods for Healthcare Professionals	20	100	200

## DEFINITIONS

**Total Qualification Time (TQT)** is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

*Total Qualification Time is comprised of the following two elements –*

- a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) 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.*

*(Ofqual 15/5775 September 2015)*

**Guided Learning Hours (GLH)** is defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a student working towards a qualification.

**Credit value** is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

## ENTRY REQUIREMENTS

For entry onto the OTHM Level 7 Diploma in Health and Social Care Management qualification, learners must possess:

- An honours degree in related subject or UK level 6 diploma or an equivalent overseas qualification
- Mature learners (over 21) with management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)
- Learner must be 18 years or older at the beginning of the course
- **English requirements:** If a learner is not from a majority English-speaking country must provide evidence of English language competency. For more information visit [English Language Expectations](#) page.

## PROGRESSION

Achieving the OTHM Level 7 Diploma in Health and Social Care Management qualification enables learners to progress into or within employment and/or continue their further study. As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to progress to Master's top-up programmes at many universities in the UK and overseas with advanced standing. For more information visit [University Progressions](#) page.

## DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM Centres are free to deliver this qualification using any mode of delivery that meets the needs of their Learners. However, OTHM Centres should consider the Learners' complete learning experience when designing the delivery of programmes.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives the Centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

## ASSESSMENT AND VERIFICATION

All units within this qualification are internally assessed by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the Assessor.

The Assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

## RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment 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 do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

## EQUALITY AND DIVERSITY

OTHM Qualifications has adopted a policy of providing equal opportunities for its learners, staff, applicants and others involved in its work. One aspect of this policy is its intention to prevent, as far as possible, the harassment of one person by another, whether on the basis of gender, sexual orientation, sexuality, race or ethnic origin, religion, disability, or any other personal attributes or views held. The qualification is expressly designed to support equality of opportunity and widening access to HE to all who can benefit from it, and it will operate on an inclusive and supportive basis to and for all learners.

## CONTACT DETAILS

### OTHM Qualifications

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## UNIT SPECIFICATIONS



## UNIT 01: MANAGING SERVICE DELIVERY IN HEALTH AND SOCIAL CARE

Unit Reference Number	T/507/9461
Unit Title	Managing Service Delivery in Health and Social Care
Unit Level	7
Number of Credits	15
Total Qualification Time (TQT)	150 Hours
Guided Learning Hours (GLH)	75 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

### Unit Aims

The aim of this unit is to provide learners with a thorough understanding of service delivery, including the quality measurement and management of service delivery as it applies to health and social care contexts.

### Learning Outcomes and Assessment Criteria

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand the principles of service delivery in the health and social care sector.	1.1 Examine the key expectations of stakeholders for service delivery in health and social care. 1.2 Evaluate the influencing factors on service delivery. 1.3 Analyse the implication of poor service delivery on stakeholders.
2. Understand the principles of quality management in the service delivery of health and social care.	2.1 Evaluate models and theories of quality management in service delivery. 2.2 Analyse ways in which standards of service delivery are monitored.
3. Understand the principles of continual improvement for service delivery in health and social care.	3.1 Discuss the elements and application of continuous improvement process. 3.2 Justify the need for continuous improvement in service delivery. 3.3 Examine the measurement of continuous improvement.

## Indicative contents

### Learning Outcome 1

Identify internal and external stakeholders; consideration of perceptions, expectations and needs; and impact in relation to for example physical, psychological, social and well-being/ spiritual aspects. Mortality, morbidity, economic, reputation, aims and accountabilities etc.

### Learning Outcome 2

Total Quality Management (TQM); implementing standards; excellence model; theories of quality – Deming, Juran, Crosby; quality strategies in service delivery; developing a quality led organisation; staff involvement; and roles and responsibilities in quality management.

### Learning Outcome 3

*Elements:* Different concepts e.g. force field analysis, benchmarking, lean management, TQM, and Deming cycle.

Competitive edge, responding to new advances and technology, rational for change; and risk of standing still etc.

*Measurement:* Determine current performance; establish a need to improve; obtain commitment; define the improvement objective; organise the diagnostic resources; carry out research; analysis cause of current performance; define and test solutions; produce improvement plans; overcome resistance to change; implement changes; controls to hold new levels of performance; and repeat process.

## Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length of coursework)
1 – 3	All under LO 1-3	Essay	4500

## Indicative Reading list

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

Johnston, R., Clark, G., and Shulver, M. (2012). *Service Operations Management: Improving Service Delivery*. Pearson: London.

Martin, V., Charlesworth, J. and Henderson, E. (2010). *Managing in Health and Social Care*. 2<sup>nd</sup> Edition. Routledge: Abingdon.

McSherry, R. (2010). *Implementing Excellence in your Health Care Organisation: Managing, Leading and Collaborating: managing, leading and collaborating (Excellence in Practice Development in Health and Social Care)*. OU Press: Milton Keynes.

## UNIT 02: MANAGING FINANCE IN THE HEALTHCARE SECTOR

Unit Reference Number	A/507/9462
Unit Title	Managing Finance in the Healthcare Sector
Unit Level	7
Number of Credits	15
Total Qualification Time (TQT)	150 Hours
Guided Learning Hours (GLH)	75 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

### Unit Aims

The aim of this unit is to develop learners' understanding of the key concepts and tools for accounting and finance, including interpreting and making use of financial information that is relevant to the management of health and social care.

### Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:	Assessment Criterion – The learner can:
1. Be able to apply tools and techniques for cost accounting in health and social care.	1.1 Critically analyse the concepts, features and importance of costs and accounting in making decisions in health and social care. 1.2 Apply tools of costing design and costing systems to a health and social care organisation. 1.3 Recommend improvements to the costing and pricing systems of health and social care organisations.
2. Be able to evaluate the financial performance of health and social care organisations.	2.1 Critically analyse financial statements to assess the financial position of health and social care organisations. 2.2 Evaluate financial statements using financial ratios for improved information in decision making in health and social care organisations. 2.3 Propose managerial decisions for health and social care organisations based on financial analysis.
3. Be able to conduct budgetary processes of health and social care organisations.	3.1 Evaluate budgetary targets for health and social care organisations. 3.2 Develop a master budget for a health and social care organisation. 3.3 Critically evaluate budgetary processes in health and social care organisations.

## Indicative contents

**Learning Outcome 1:** Costing in health and social care; function, product/service and behaviour; opportunity cost, recording and analysing costs; job costing; batch costing; process costing; contract costing; standard costing; variance calculations; variance analysis and management by exception; absorption, marginal costing, activity-based costing (ABC); cost centre; profit centres; investment centres; accountable management; and planning and control methods in health and social care.

**Learning Outcome 2:** Financial statements: Estimates and assumptions relating to the profit and loss account; balance sheet and cash flow statement.; Financial ratios analysis, interpretation, decisions and limitations: employment of financial ratios internally and externally; financial profiles of organisations; calculation of key ratios reflecting business liquidity; and efficiency and profitability.

**Learning Outcome 3:** Budgets: Types; flexible and fixed budgets; zero-based budgeting, budgeting process from subsidiary/functional to master budget; relationship of budget to cost and quality control, resource utilisation and profitability; Budgets monitoring and evaluations: budgeted and actual figures, accounting for and investigating different kind of variances in budgetary controls; corrective action; and human behavioural issues relating to budgeting.

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length of coursework)
1 - 3	All under LO 1-3	Report	4500

## Indicative Reading list

Atrill, P. (2009). *Financial Management for Decision Makers*. Pearson Education Limited: London.

Brigham, F. E. and Ehrhardt, C. M. (2010). *Financial Management: Theory and Practice*. South Western: Mason.

Field, R. and Brown, K. (2007). *Managing with Plans and Budgets in Health and Social Care*. SAGE Publications: London

Harris, G. M. (2005). *Managing Health Services: Concepts and Practice*. Elsevier: London.

Miller, D., Plant, J. and Scaife, P. (2007). *Managing Finance, Premises and Health & Safety*. Routledge: Abingdon.

## UNIT 03: INTERNATIONAL HEALTH POLICY

Unit Reference Number	F/507/9463
Unit Title	International Health Policy
Unit Level	7
Number of Credits	15
Total Qualification Time (TQT)	150 Hours
Guided Learning Hours (GLH)	75 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

### Unit Aims

The aim of this unit is to develop learners' understanding of international healthcare policy, including the contemporary, political, social and cultural issues that help to determine healthcare policy applicable to the national and international context.

### Learning Outcomes and Assessment Criteria

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand the development of international healthcare policy.	1.1 Explore approaches to healthcare policy formation in an international context. 1.2 Assess how policy formation is influenced by funding in a national context. 1.3 Critically evaluate healthcare policy in one country.
2. Understand the social and cultural aspects of healthcare policy.	2.1 Analyse the influences of culture and society on healthcare. 2.2 Compare and contrast attitudes to healthcare between two national contexts. 2.3 Evaluate the cultural and social impacts on attitudes towards healthcare in one national context.
3. Understand the nature of healthcare systems across international contexts.	3.1 Define health care systems. 3.2 Explain healthcare systems in an international context. 3.3 Summarise the role of organisations involved in healthcare systems on a national and international level. 3.4 Explore the structure of healthcare delivery in a chosen national context. 3.5 Analyse barriers to provision of healthcare in a national context.
4. Understand the contribution of public and health	4.1 Examine national and international socio-political

<p>promotion in the provision of health care services.</p>	<p>issues in the promotion of 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 on the demand for healthcare.</p>
<p>5. Understand global contemporary issues in health and social care.</p>	<p>5.1 Summarise current global issues in health and social care.                      5.2 Analyse the impact of issues on national and international policy.                      5.3 Evaluate practical and political responses to a current international issue.</p>

## Indicative contents

### Learning Outcome 1

Approaches - National health services, private health services, local/national organisation, charitable services and national priorities

Funding models - Public funding, private funding, religious, charitable and mixed funding, non-governmental organisation, legal, and moral expectations of fund holders.

Policies - Categories of health policies, e.g. personal health care policy, pharmaceutical policy, public health: vaccination policy, tobacco control policy or breastfeeding promotion policy. Topics include financing and delivery of health care, access to care, quality of care and health equity.

### Learning Outcome 2

Influences: Cultural and religious beliefs; education; class structure; and social priorities in healthcare.

Attitudes: Concept and perceptions of health and illness; importance of health; attitudes to health interventions and medical professionals, locus of control; and influences.

National context - Contrast cultural, social priorities with national and policy priorities; regional and national demography; and morbidity and mortality.

### Learning Outcome 3

Healthcare systems: Organisation of people, institutions, resources, delivery of health care services to meet health needs of target populations. Organisation of healthcare e.g. primary, secondary, tertiary local, formal and informal.

Organisations: National health organisations; international health organisations (e.g. World Health Organisation); national and international private providers; pharmaceutical companies, their role and practices; and charities promoting and practicing health. The aims, administration and funding of organisations

Structure: How health care is organised and delivered in a national context. Barriers – e.g. accessibility - social and transport issues; funding issues e.g. costs of treatment, private

health insurance costs; risk, war / conflict/ natural disasters; and epidemics / pandemics etc.

#### Learning Outcome 4

Health promotion: How public health is promoted, priorities in public health promotion, link between priorities and politics.

Health care promotion: Concept of public health and health promotion, development of health and healthcare services, development of different attitudes to health and demand for healthcare.

#### Learning Outcome 5

Global issues: Attitudes to pharmaceutical companies; new drugs and testing of drugs cost - benefits; and political agenda in public health. Health priorities mental health, cancer, AIDS, Ebola, malaria, obesity and other current issue.

### Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length of coursework)
1 - 5	All under LO 1-5	Essay	4500

### Indicative Reading list

Baggott, R. (2010). *Public Health: Policy and Politics*. Palgrave Macmillan: London.

Birn, A., Pillay, Y., and Holtz, T. (2009). *Textbook of International Health: Global Health in a Dynamic World*. Oxford University Press: New York.

Blank, R. H. and Burau, V. (2013). *Comparative Health Policy*. Palgrave Macmillan: London.

Ham, C. (2009). *Health Care Policy in Britain*. 6<sup>th</sup> Edition. MacMillan: Basingstoke.

Lister, J. (2013). *Health Policy Reform: Global Health Versus Private Profit*. Libri: Farringdon.

Sim, F. (2011). *Issues in Public Health: Understanding Public Health*. McGraw Hill: Maidenhead.

## UNIT 04: STRATEGIC MANAGEMENT IN THE HEALTHCARE INDUSTRY

Unit Reference Number	J/507/9464
Unit Title	Strategic Management in the Healthcare Industry
Unit Level	7
Number of Credits	15
Total Qualification Time (TQT)	150 Hours
Guided Learning Hours (GLH)	75 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

### Unit Aims

The aim of this unit is to develop learners' understanding of the economic, management and operational complexities of healthcare, healthcare providers and practitioners, and to explore the strategic options available.

### Learning Outcomes and Assessment Criteria

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand aspects of management in the health and social care organisation.	1.1 Explain the centrality of strategic management in contemporary health care environments. 1.2 Examine various roles of strategic management within health and social care contexts. 1.3 Explore the impact of pressure, issues of collaboration and competition on organisational strategy.
2. Understand external and internal environments for health 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 healthcare context. 2.3 Analyse policy solutions and discuss strengths and weakness of individual policies in relation to one aspect of health and social care
3. Be able to develop and evaluate strategic and business plans for health care 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 care organisation. 3.3 Evaluate the business plan.



## Indicative contents

### Learning Outcome 1

The nature of strategic management; analysing industry and competition; shift from operational to strategic management; theories of strategic leadership strategies for cost advantage and differentiation advantage; strategy in times of change; resources, capabilities and competitive advantage; alliances; diversification; internationalisation; strategy implementation; and clinical governance.

### Learning Outcome 2

Organisational performance analysis: Strategic analysis tools e.g. PESTLE, SWOT etc. Indicators for the need for strategic planning and analysis.

### Learning Outcome 3

Business plan elements: Executive Summary-Operations-People-Market Analysis-Marketing-Financials-Risk-Appendix.

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length of coursework)
1 - 3	All under LO 1 - 3	Coursework	4500

## Indicative Reading list

FitzRoy, P., Hulbert, J. and Ghobadian, A. (2011). *Strategic Management: The Challenge of Creating Value*. Routledge: London

Ginter, P. (2013). *The Strategic Management of Health Care Organisations*. Jossey Bass: San Francisco.

Harrison, J.S. and Thompson, S.M. (2014). *The Strategic Management of Health Care Organisations. A stakeholder Approach* BEP Press: New York.

Waldorff, S. (2015). *Managing Change: From Health Policy to Practice (Organisational Behaviour in Health Care)*. Middlesex University Business School: London

## UNIT 05: ORGANISATIONAL BEHAVIOUR IN HEALTH AND SOCIAL CARE

Unit Reference Number	L/507/9465
Unit Title	Organisational Behaviour in Health and Social Care
Unit Level	7
Number of Credits	15
Total Qualification Time (TQT)	150 Hours
Guided Learning Hours (GLH)	75 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

### Unit Aims

The aim of this unit is to develop learners' understanding of the management of organisational behaviour, and how to apply organisational behaviour theories and concepts of people management to health and social care contexts.

### Learning Outcomes and Assessment Criteria

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:
1. Understand the influence of personality, values and attitude in health and social care organisations.	1.1 Explain how personality and situational strength interact to influence behaviour in health and social care organisations. 1.2 Identify similarities and differences in cultural values. 1.3 Explain the difference between person-organisation, person-group and person-job fit approaches to selection process to manage behaviour within an organisation.
2. Understand the uniqueness of structures, processes, and interactions in health and social care organisations.	2.1 Define management and its characteristics in health and social care organisations. 2.2 Assess the professionalisation of management in health and social care contexts. 2.3 Assess the roles and responsibilities of managers in health and social care.
3. Understand the role and purpose of groups for effective decision making in health and social care organisations.	3.1 Examine the nature of decision making and behaviour in group decision making. 3.2 Clarify the advantages and disadvantages of group decision-making. 3.3 Critically analyse the leadership role in group decision-making.

## Indicative contents

### Learning Outcome 1

Personality, values and attitude; cultural diversity; cultural values; individual behaviour; group behaviour; selection processes; person-organisation matching; person-group matching; person-job matching; and managing individual behaviour.

### Learning Outcome 2

Definitions of management; management styles; leadership; characteristics of management in health and social care organisations; the role of managers and management in organisations; professionalisation of the sector; and professionalisation of health and social care workers.

### Learning Outcome 3

Theories of decision making; decision making processes; team-based decision making; consensus; voting; participative decision making; group-think; leadership and decision making; problem analysis; analysis paralysis; information overload; and cognitive bias.

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length of coursework)
1 - 3	All under LO 1-3	Report	4500

## Indicative Reading list

Barrett, R. (2013). *The Values-Driven Organisation: Unleashing Human Potential for Performance and Profit*. Abingdon: Routledge.

Lindsay, W. and Evans, J. (2013). *Managing for quality and Performance Excellence*. 9<sup>th</sup> Edition. Mason: Cengage.

Stanford, N. (2010). *The Economist Guide to Organisation Design: Creating High Performance and Adaptable Enterprises*. London: Economist.

Walburg, J., Bevan, H., Wilderspin, J. and Lemmens, K. (2005). *Performance Management in Healthcare: Improving Patient Outcomes: An Integrated Approach*. Abingdon: Routledge.

## UNIT 06: HUMAN RESOURCE MANAGEMENT

Unit Reference Number	R/507/9466
Unit Title	Human Resource Management
Unit Level	7
Number of Credits	15
Total Qualification Time (TQT)	150 Hours
Guided Learning Hours (GLH)	75 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

### Unit Aims

The aim of this unit is to develop learners' understanding of human resources planning and procedures, including analysis of the role of Human Resource Management within health and social care organisations. Learners will gain knowledge to underpin management decisions in human resources and how to apply human resource management concepts to retain and motivate staff.

### Learning Outcomes and Assessment Criteria

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand the role of human resources management in health and social care.	1.1 Critically analyse the nature and importance of human resource management in health and social care organisations. 1.2 Analyse the influences on human Resource Management in health and social care organisations. 1.3 Analyse how human resource management is related to other functional areas in health and social care organisations.
2. Be able to carry out human resource planning in health and social care organisations.	2.1 Analyse the business factors that should be considered in human resource planning. 2.2 Determine human resource requirements in different organisational contexts. 2.3 Develop a human resource plan for a health and social care organisation.
3. Understand how human Resource Management can be used to motivate staff.	3.1 Analyse human resource management techniques for retaining and motivating staff. 3.2 Assess the link between motivation and reward in health and social care contexts. 3.3 Evaluate methods used to monitor employee engagement and performance.

## Indicative contents

### Learning Outcome 1

Definitions of HRM; features of HRM in health and social care; HRM models; best practice model, contingency model, Harvard Framework; personnel management and HRM; HRM strategy; organisational strategy; HRM strategy benefits for health and social care organisations; interrelationships between HRM and organisational strategies; organisational performance and HRM strategy; value creation; human capital management; and effective HRM.

### Learning Outcome 2

Determining human resource requirements in health and social care: personnel identification: experiences, skills, qualifications, numbers; skills, demand and supply of labour, workforce development; human resource planning; features and requirements selection and recruitment, retention, skill development, up-skilling, re-skilling, succession planning; outputs; resource demand; success factors; and planning length.

### Learning Outcome 3

Developing employee motivational and appraisal strategies: Employee motivation; career progression; rewards; bonuses and pay; promotion; emotional support; job satisfaction; employee retention; employee turnover; competitive remuneration; stay interview; and employee development.

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length of coursework)
1 - 3	All under LO 1-3	Essay	4500

## Indicative Reading list

Bratton, J., and Gold, J. (2012). *Human Resource Management: Theory and Practice*. Palgrave Macmillan: London

Marchin, M., and Wilkinson, A. (2012). *Human Resource Management at Work*. 5<sup>th</sup> Edition. Chartered Institute of Personnel and Development: London

Myers, P., Hulks, S. and Wiggins, L. (2012). *Organisational Change: Perspectives on Theory and Practice*, OUP: Oxford

Pynes, E. J. and Lombardi, N. D. (2012). *Human Resource Management for Health Care Organisations: A Strategic Approach*. John Wiley & Sons: London

## UNIT 07: STRATEGIC MARKETING FOR HEALTH AND SOCIAL CARE

Unit Reference Number	Y/507/9467
Unit Title	Strategic Marketing for Health and Social Care
Unit Level	7
Number of Credits	10
Total Qualification Time (TQT)	100 Hours
Guided Learning Hours (GLH)	50 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

### Unit Aims

The aim of this unit is to develop learners' understanding of the key concepts and tools of strategic marketing, including how to apply these to health and social care management contexts.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Understand the application of marketing strategy to health and social care.	1.1 Analyse the ways in which marketing is applied in different health and social care contexts. 1.2 Analyse how marketing can be organised in health and social care organisations. 1.3 Evaluate the role of marketing in decision-making in health and social care organisations.
2. Understand management techniques for strategic marketing in health and social care.	2.1 Critically analyse the internal and external environments of health and social care organisations. 2.2 Evaluate methods used to collect market research information in health and social care. 2.3 Evaluate the importance of marketing planning in health and social care organisations.
3. Understand branding and marketing communications in health and social care.	3.1 Analyse the role of brand in health and social care. 3.2 Analyse the main components of marketing communication in health and social care. 3.3 Evaluate the implementation of marketing communication campaigns in health and social care.

## Indicative contents

### Learning Outcome 1

Principles of strategic marketing; the role of marketing in decision making; behaviour change of social marketing; situation analysis; organisational position measurement; strategic business planning tools e.g. SWOT (strength, weakness, opportunity and threats) analysis; Porter's Five Forces Analysis; value chain analysis; Boston growth-share (BCG) matrix; market equilibrium; market share; and sustainable competitive advantage.

### Learning Outcome 2

Internal management analysis; strength analysis; weaknesses analysis; resource analysis; pricing strategies; strategic drift; product analysis; product life cycle analysis; situational analysis; setting vision and mission targets; understanding organisational values; stakeholder analysis; market research; marketing planning; and planning cycles.

### Learning Outcome 3

Marketing communications channels; integrated marketing communications; segmentation and targeting; campaign design and management; measuring and evaluating marketing communications; public relations in health and social care; branding; brand management strategies; digital marketing and digital distribution channels; and internal and external marketing.

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Weighting	Word count (approx. length of coursework)
1 - 2	All under LO 1-2	Essay	70%	3000
3	All under LO 3	Presentation	30%	10 minutes

## Indicative Reading list

Kotler, P. and Chernev, A. (2012). *Strategic Marketing Management*. Cerebellum Press: New York

Kotler, P., Shalowitz, J., and Stevens, J. R. (2008). *Strategic Marketing for Health Care Organisations: Building a Customer Driven Health System*. Jossey Bass: London

Lefebvre, C. (2013). *Social Marketing and Social Change: Strategies and Tools for Improving Health, Well-Being and the Environment*. Jossey Bass: London

Thomas, R. (2014). *Marketing Health Services*. Health Administration PR: London

## UNIT 08: RESEARCH METHODS FOR HEALTHCARE PROFESSIONALS

**Note:** The ‘Research Methods for Healthcare Professionals’ Unit Ref. No. D/507/9468 is studied at OTHM Level 6 Diploma in Health and Social Care Management, Qualification Ref. No. 601/8176/X.

Unit Reference Number	D/507/9468
Unit Title	Research Methods for Healthcare Professionals
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.3 Health and Social Care
Unit Grading Structure	Pass / Fail

### Unit Aims

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 – The learner will:	Assessment Criteria – The learner 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 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 contexts.	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. 4.3 Draw conclusions from data collected.
5. Understand the relationship	5.1 Analyse the relationship between research and



between research and evidence based practice.	evidence based practice. 5.2 Evaluate an existing piece of research relevant to health and social care. 5.3 Analyse the contribution of research and evidence based practice to decision-making.
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## Indicative contents

### Learning Outcome 1

Quality improvement, evidence, guidelines and policy.

### Learning Outcome 2

Ontology, epistemology, axiology, positivism; realism; interpretivism; pragmatism; and qualitative and quantitative approaches.

### Learning Outcome 3

Elements: Statement of problem, Literature review, conceptual framework, research question, hypothesis, terms of reference, methodology, timelines – scope of work and budget.

Ethics: Permissions and approvals, consent, confidentiality and anonymity.

### Learning Outcome 4

Data collecting methods, types of data, analysis approaches, statistics packages, grounded theory, validity and reliability.

### Learning Outcome 5

Integration of clinical expertise, patient values, and the best research **evidence** into the decision- making process for patient care.

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Weighting	Word count (approx. length of coursework)
1 - 5	All under LO 1-5	Research proposal	50%	2250
		Research critique	50%	2250

## **Indicative Reading list**

Bowling, A. (2014). *Research Methods in Health: Investigating Health and Health Services*. Open University Press: Milton Keynes

Bryman, R. (2012). *Social Research Methods*. OU Press: Oxford

Cresewell, J. W. (2014). *An Introduction to Mixed Methods Research*. Sage: London

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

## IMPORTANT NOTE

Whilst we make every effort to keep the information contained in qualification specification up to date, some changes to procedures, regulations, fees matter, timetables, etc. may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience. For updated information please visit [www.othm.org.uk](http://www.othm.org.uk), which is updated regularly.