Oxford Cambridge and RSA

Unit title:	Influences on health and social care organisations
Unit number:	20
Level:	4
Credit value:	15
Guided learning hours:	60
Unit reference number:	L/601/1662

UNIT AIM AND PURPOSE

By learners engaging in the relationship between external environmental factors and their effects on health and social care organisations, they will be able to extend their understanding of how organisations respond to pressures and changes facing them. Learners will be able to compare and contrast types of organisations and use this knowledge to both explain how and why organisations function the way they do. Once this understanding is established, learners will be able to analyse and evaluate the roles of leadership in health and social care organisations.

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

A pass grade is achieved by meeting **all** the requirements in the assessment criteria.

Learning Outcome (LO) The Learner will:	Pass The assessment criteria are the pass requirements for this unit. The Learner can:
LO1 Understand the relationship between the external environment and health and social care organisations	1.1 analyse the impact of external environmental factors on health and social care organisations 1.2 evaluate the ways in which organisations respond to the impact of external factors, including those of external stakeholders
LO2 Understand the impact of organisational structure and culture on health and social care service delivery	2.1 compare and contrast different types of organisational structures in health and social care 2.2 analyse the concept of organisational culture in health and social care services 2.3 analyse theories relating to the behaviour of individuals and groups in health and social care organisations 2.4 explain how the organisational structure and culture of a health and care organisation impacts on service delivery
LO3 Understand the role of leadership in health and social care organisations	3.1 discuss concepts of leadership as related to health and social care organisations 3.2 analyse how leadership can influence the effectiveness of health and social care organisations 3.3 evaluate the specific leadership contributions in a health or social care organisation

GRADING CRITERIA

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors.

A distinction grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

Merit Criteria (M1, M2, M3) (M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade.)	Distinction Criteria (D1, D2, D3) (D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade.) (In order to achieve a distinction grade, all merit criteria must also have been achieved.)
MANDATORY TO ACHIEVE A MERIT GRADE	MANDATORY TO ACHIEVE A DISTINCTION GRADE
M1 Analyse concepts, theories or principles to formulate own responses to situations	D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.
M2 Analyse own knowledge, understanding and skills to define areas for development.	D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.
M3 Exercise autonomy and judgement when implementing established courses of action.	D3 Determine, direct and communicate new courses of action.

TEACHING CONTENT

The Teaching Content describes what has to be taught to ensure that learners are able to access the highest grade.

Learners must be able to apply relevant examples to their work. Where examples are given in the Teaching Content these are suggestions; they do not have to be the examples that the learner uses.

LO1 Understand the relationship between the external environment and health and social care organisations	
External environments	(e.g. the economy, government, demographics, political ideologies, public opinions, media, government departments, local government, funding and resources issues)
Ways to respond	(e.g. reviews, checks, inspections, targets, analysis of records/data, clear accountability, monitoring procedures)
Stakeholders	(e.g. Care and Quality Commission, Department of Health, local government, Charities).

LO2 Understand the impact of organisational structure and culture on health and social care service delivery	
Types	(e.g. public, private, not-for-profit, charities, local/national departments, councils, commissioning group)
Cultures	(e.g. norms and values, functional, geographical, multidisciplinary/department working)
Structures	(e.g. functional, tall/flat, geographical, centralised/decentralised)
Theories	(e.g. group theories (e.g. Belbin, Tuckman), roles, conformity (e.g. Asch), group think, situational factors, individual (e.g. personalities, motivational theories (e.g. Malsow), models of stress (e.g engineering model), obedience (e.g. Milgram, Hofling et al))
Structures and cultures	(e.g. development of cultures, power structures, group identity, communication systems)
Impacts	(e.g. on service users, providers, practitioners, responsibilities, management structures).

LO3 Understand the role of leadership in health and social care organisations	
Concepts	(e.g. management styles/approaches, autonomy, macro/micromanagement, transformational leadership, troubleshooting, value, authority)
Effectiveness	(e.g. use of resources, morale of staff, achievement and development of objectives/targets, meeting needs of users/providers
Evaluation methods	(e.g. targets met, staff retention, training and development, economic well-being, working with others, views of users and providers)
Leadership	(e.g. use of consultations, vision of the organisation, transformational leadership, autonomy and power).

GUIDANCE

Delivery guidance

It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or subject area. Typical delivery contexts could include managers and commissions of care in the health services and those working in inspection and monitoring roles.

Learners will benefit from being encouraged to exercise autonomy and judgement to adapt and analyse tools used to measure performance and evaluate ways to respond to external; factors influencing health and social care organisations, making conclusions related to theories and current practice.

Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives and from being given the opportunity to explore them using diverse approaches and schools of thought. For example, how to best organise an institution to help meet service providers' needs and match the requirements of outside bodies.

Assessment evidence guidance
Evidence produced must demonstrate how a learner has met each of the Learning Outcomes and be offered in the form of assignments, essays, project portfolios, presentations, data analysis or, where appropriate, reflective accounts.   Where group work/activities contribute to assessment evidence, the individual contribution of each learner must be clearly identified.   All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance. This should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence.

RESOURCES

Books
Brechin, A, Brown, H and Eby, M.A *Critical Practice in Health and Social Care*, SAGE publications, 2000.   Sommer, M and Parker, P *Structural Approaches in Public Health*, Routledge. 2013.   Gross, R, and Kinnison, N *Psychology for Nurses and Allied Health Professionals*, Hodder Arnold. 2007.
Journals   *Journal of Nursing Management*   *Journal of Interprofessional Care*
Websites   www.nhs.uk   www.wales.nhs.uk   www.scie-socialcareonline.org.uk   www.healthandcare.dh.gov.uk