



Oxford Cambridge and RSA

Unit title:	Managing quality in health and social care
Unit number:	5
Level:	5
Credit value:	15
Guided learning hours:	60
Unit reference number:	K/601/1670

### **UNIT AIM AND PURPOSE**

It is vital that all health and social care services provide high quality care. This unit provides an understanding of what is meant by 'quality' and the ways in which the quality of services provided can be measured and improved.

The different perspectives of service users, service providers, external agencies and Government bodies are explored.

This unit will equip learners with an understanding of the regulatory frameworks and other systems that can be used to monitor and evaluate the quality of health and social care services as well as the importance of involving service users in the assessment of the quality of service provision. The unit further encourages learners to develop a transferrable-skills set beneficial to many roles within both health and social care.

## **LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

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

<b>Learning Outcome (LO)</b>  The Learner will:	<b>Pass</b>  The assessment criteria are the pass requirements for this unit.  The Learner can:
LO1 Understand differing perspectives of quality in relation to health and social care services.	1.1 explain perspectives that stakeholders in health and social care have regarding quality  1.2 analyse the role of external agencies in setting standards  1.3 assess the impact of poor service quality on health and social care stakeholders
LO2 Understand strategies for achieving quality in health and social care services.	2.1 explain the standards that exist in health and social care for measuring quality  2.2 evaluate different approaches to implementing quality systems  2.3 analyse potential barriers to delivery of quality health and social care services
LO3 Be able to evaluate systems, policies and procedures in health and social care services	3.1 evaluate the effectiveness of systems, policies and procedures used in a health and social care setting in achieving quality in the service(s) offered  3.2 analyse other factors that influence the achievement of quality in the health and social care service  3.3 suggest ways in which the health and social care service could improve its quality

<p>LO4 Understand methodologies for evaluating health and social care service quality</p>	<p>4.1 evaluate methods for evaluating health and social care service quality with regard to external and internal perspectives</p> <p>4.2 discuss the impact that involving users of services in the evaluation process has on service quality</p>
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### **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.

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

## **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.

<b>LO1 Understand differing perspectives of quality in relation to health and social care services</b>	
Stakeholders	<p>Statutory (e.g. Strategic Health Authorities, Primary Care Trusts (2012 Act), Social Services Departments, practitioners)</p> <p>Third sector (e.g. charities, action groups, focus groups)</p> <p>Private (e.g. practitioners or private providers)</p> <p>Informal (e.g. service users, their relatives and carers)</p>
Perspectives of quality	<p>Professional (e.g. Servqual, Berry, Zeithami and Parasuraman, Moullin)</p> <p>Social (e.g. perceptions and expectations of service users)</p> <p>Personal (e.g. responsibility for quality control, quality assurance)</p>
External agencies	<p>(e.g. Government bodies: NICE, CQC, Health Service Commissioners, Skills for Care, Skills for Health)</p>
Impact	<p>Personal (e.g. needs not met, low self esteem, devalued, injuries, fatalities)</p> <p>Social (e.g. public health implications, health and safety issues)</p> <p>Professional (e.g. disciplinary action, prosecution, fines, closure of the setting).</p>

**LO2 Understand strategies for achieving quality in health and social care services**

Standards	(e.g. NHS performance framework, National Minimum Standards, National Occupational Standards, Quality Protects programme, Standards of Proficiency for Social Workers, Equality Act 2010, benchmarking, key performance indicators, best value, charter marks)
Implementation approaches	<p>Personal (e.g. reflective practice, appraisal, skills audit, target setting, learning plans, personal development plans)</p> <p>Social (e.g. sharing best practice, mentoring, coaching)</p> <p>Professional (e.g. Investors in People, needs analysis, SWOT analysis, internal and external training, providing adequate resources)</p>
Barriers	<p>Personal (e.g. initiative overload, staff motivation, resistance to change)</p> <p>Social (e.g. communication, interpersonal relationships)</p> <p>Professional (e.g. organisational culture, resource limitations).</p>

**LO3 Be able to evaluate systems, policies and procedures in health and social care services**

Quality methods and systems	(e.g. clinical governance, ISO9000, the Excellence Model, TQM (total quality management), leadership of change, involving service users, organisational policies and procedures)
Other factors	(e.g. perceptions and expectations of service users and practitioners, resources available)
Improvements	(e.g. for service users, for practitioners, cost effectiveness, standards).

#### **LO4 Understand methodologies for evaluating health and social care service quality**

Evaluation points	(e.g. inspection reports, measurement against minimum standards, service user feedback, practitioner feedback, focus groups)
Impact	(e.g. client-centred care, empowerment, cost effectiveness, informs development of user responsive services).

#### **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 a work placement in a health or social care setting. Experience on a placement or interviews with practitioners or visiting speakers would enable learners to understand quality perspectives and processes.

Learners will benefit from being encouraged to exercise autonomy and judgement to gain an understanding of the strategies for delivering and managing quality in health and social care. Learners might adapt their thinking and reach considered conclusions when analysing the effectiveness of internal and external systems, policies and procedures for evaluating quality. This should be related to a health and social care setting and be based on a foundation of relevant knowledge and understanding.

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, different quality frameworks could be examined to develop understanding of how high standards of service are achieved in different care settings.

##### **Assessment evidence guidance**

Evidence produced must demonstrate how a learner has met each of the Learning Outcomes and be submitted in the form of assignments, essays, project-portfolios, presentations 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**

Keleman, M. *Managing Quality*. SAGE Publications Ltd., 2003.  
ISBN: 0 761 969 04 7

Moullin, M. *Delivering Excellence in Health and Social Care*,  
Open University Press, 2002. ISBN: 0 335 208 88 6

Stein, M., and Thomas, C. *Quality Matters in Children's Services*. Jessica Kingsley  
Publishers, 2009. ISBN 978 1 84310 926 6

Sussex, F., Herne, D. and Scourfield, P. *Advanced Health and Social Care for  
NVQ/SVQ Level 4 and Foundation Degrees*. Heinemann, 2008.  
ISBN 978 0 435 500 07 8

### **Journals**

*British Medical Journal*  
*Community Care*  
*Care Management Matters*

### **Websites**

[www.caremanagementmatters.co.uk](http://www.caremanagementmatters.co.uk) – management in the UK care sector  
[www.hpc-uk.org](http://www.hpc-uk.org) – Health and Care Professions Council  
[www.qualitysafety.bmj.com/content/10/1/40.short](http://www.qualitysafety.bmj.com/content/10/1/40.short) – healthcare improvement  
[www.scie-socialcareonline.org.uk](http://www.scie-socialcareonline.org.uk) – Social Care Institute for Excellence  
[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk) – Sector skills Council for Social Care Workers  
[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk) – Sector skills Council for Health

### **Signposting to other units within the qualification**

Unit 1: Communicating in health and social care organisations  
Unit 3: Health and safety in the health and social care workplace  
Unit 15: Managing human resources in health and social care  
Unit 21: Principles of health and social care practice