



Oxford Cambridge and RSA

Unit title:	Facilitating change in health and social care
Unit number:	29
Level:	5
Credit value:	15
Guided learning hours:	60
Unit reference number:	D/601/1665

### **UNIT AIM AND PURPOSE**

This unit will enable learners to evaluate recent changes in health and social care services, while exploring the wide range of factors that drive these changes. Learners will also analyse the principles of change management and have the opportunity to explore the ways in which change is planned for and monitored.

Learners will develop an understanding and knowledge of the changes that take place across health and social care and how they can best be facilitated. The unit further encourages learners to develop transferrable skills beneficial to roles in management across health and social care settings.

## **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 the factors that drive change in health and social care services	1.1 explain the key factors that drive change in health and social care services  1.2 assess the challenges that key factors of change bring to health and social care services
LO2 Be able to evaluate recent changes in health and social care services	2.1 devise a strategy and criteria for measuring recent changes in health and social care  2.2 measure the impact of recent changes on health and social care services against set criteria  2.3 evaluate the overall impact of recent changes in health and social care  2.4 propose appropriate service responses to recent changes in health and social care services
LO3 Understand the principles of change management	3.1 explain the key principles of change management  3.2 explain how changes in health and social care are planned  3.3 assess how to monitor recent changes in health and social care services

## **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.

<b>Merit Criteria (M1, M2, M3)</b>	<b>Distinction Criteria (D1, D2, D3)</b>
(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.)	(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.)
<b>MANDATORY TO ACHIEVE A MERIT GRADE</b>	<b>MANDATORY TO ACHIEVE A DISTINCTION GRADE</b>
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.

<b>LO1 Understand the factors that drive change in health and social care services</b>	
Key factors	Individuals (e.g. rising expectations, changing nature of disease)
Society	(e.g. demographics, economic factors)
Sector	(e.g. medical advancement, research findings and improved clinical knowledge, changing workforce composition, roles and expectations, increasing specialisation, development of ICT based systems)
Government	(e.g. updated legislation and policy, re-organisation of regulatory bodies)
Challenges	(e.g. incorporating changes into existing services, resistance and apathy, human and financial resources, maintaining quality care, matching efficiency and economy, undermining of existing services, planning for future, importance of CPD).
<b>LO2 Be able to evaluate recent changes in health and social care services</b>	
Strategy	(e.g. regulatory inspections, organisational systems of quality assurance, feedback and comments from users of health and social care, self-evaluation)
Criteria	(e.g. meeting national objectives; benefits for users of health and social care such as measures of health and well-being, measures of quality of life, perceptions of benefits; benefits for organisations and partnerships such as increased understanding, greater efficiency and appropriately targeted services; improved recruitment and skilled staff)
Recent changes	(e.g. the Health and Social Care Act 2012, changes to regulatory bodies (e.g. the role of NICE), focus on inter-professional working, promotion of choice such as direct payments, move toward community care, common inspection framework)

Evaluation issues	(e.g. benefits to service users, their families and staff at all levels, service organisation and delivery, referral rates, response times, waiting times, outcomes, cost-benefits)
Service responses	(e.g. leadership that facilitates change, updated policies and procedures, employee participation, users of health and social care services involved at all stages).
<b>LO3 Understand the principles of change management</b>	
Key principles	(e.g. models of change (e.g. Lewin, Kotter); clarity such as clearly defined goals, values, actions and benefits as well as clear lines of communication; participation such as engaging employees and users of health and social care, regular reviews of impact)
Planning	(e.g. need for change identified, goals of organisation identified, action points listed, strategy for implementing change devised, changes monitored and evaluated, clear consultation throughout process)
Monitoring change	(e.g. formal and informal feedback such as surveys, questionnaires, group forums; data analysis such as measurement against aims and objectives).

## **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 case studies that require learners to apply the key principles of change management by planning how the change will be implemented and monitored.

Learners will benefit from being encouraged to exercise autonomy and judgement to devise a strategy and criteria for measuring recent changes in health and social care. Learners could then be asked to adapt their thinking and reach considered conclusions, when using their set criteria to measure the impact of recent changes on health and social care services.

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, given a scenario, learners could be asked to propose appropriate service responses.

### **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**

Burnes, B. *Managing change: A strategic approach to organisational dynamics*, Prentice Hall, 2004. ISBN: 978-0273683360

Cameron, E & Green, M. *Making Sense of Change Management: A Complete Guide to the Models Tools and Techniques of Organizational Change*, Kogan Page, 2012. ISBN: 978-0749464356

Duffy, M. & Griffin, E., *Facilitating Organisational Change in Primary Care: A Manual for Team Members*, Radcliffe Publishing Ltd, 2000. ISBN: 978-1857754957

Johnson, K. & Williams, I. *Managing Uncertainty and Change in Social Work and Social Care*, Russell House Publishing Ltd., 2007. ISBN: 978-1905541072

Martin, V. *Leading Change in Health and Social Care*, Routledge, 2003. ISBN: 978-0415305464

Mabey C and Mayon-White B, *Managing Change*, Sage publications ltd/The Open University, 1993. ISBN: 978-1853962264

Mackian, S. & Simons, J. *Leading, Managing, Caring: Understanding Leadership and Management in Health and Social Care*, Routledge, 2013. ISBN: 978-0415658515

Scragg, T. *Managing Change in Health and Social Care Services*, Pavilion Publishers, 2010. ISBN: 978-1841962825

**Journals**

*Human Resource Management Journal*  
*Journal of Change Management*  
*Journal of Integrated Care*  
*Journal of Organizational Behavior*

**Websites**

[www.hscic.gov.uk](http://www.hscic.gov.uk) – Health and Social Care Information Centre  
[www.institute.nhs.uk](http://www.institute.nhs.uk) – NHS Institute for Innovation and Improvement  
[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk) – Skills for Care  
[www.scie.org.uk](http://www.scie.org.uk) – Social Care Institute for Excellence

**Signposting to other units within the qualification**

Unit 1: Communicating in health and social care organisations  
Unit 4: Working in partnership in health and social care  
Unit 5: Managing quality in health and social care  
Unit 12: Empowering users of health and social care services  
Unit 15: Managing human resources in health and social care  
Unit 16: Managing financial resources in health and social care  
Unit 20: Influence on health and social care organisations