

FACT SHEET: OTHM LEVEL 5 DIPLOMA IN HEALTH AND SOCIAL CARE MANAGEMENT (MQF LEVEL 5)	
Awarding Body	ThinkTalent Ltd. ThinkTalent Ltd is a Further and Higher Education Institution licenced by the Malta Further and Higher Education Authority (MFHEA) Licence Number: 2017/04
Title of the Qualification	OTHM LEVEL 5 DIPLOMA IN HEALTH AND SOCIAL CARE MANAGEMENT
Mode of Delivery	Face-to-Face Learning/Online (3rd country nationals on a student visa must attend in Face-to-Face mode)
Duration	12 months
Language/s of Instruction of Programmes	English
Address/es where programme will be delivered:	ThinkTalent Offices Centris Business Gateway, Level 2E, Triq is-Salib tal-Imriehel Zone 3, Central Business District, Birkirkara CBD 3020 Malta
Entry Requirements	<p>This qualification is designed for learners who are typically aged 18 and above. The entry profile for learners is likely to include at least one of the following:</p> <ul style="list-style-type: none"> • Relevant Level 4 Diploma qualification or equivalent qualification • GCE Advanced level in 3 subjects or equivalent qualification • Mature learners (over 21) with relevant management experience (learners must check with ThinkTalent regarding this experience prior to registering for the programme) <p>English requirements: If a learner is not from a majority English-speaking country, they must provide evidence of English language competency.</p>

<p>Overall Programme Objective</p>	<p>The objective of the OTHM Level 5 Diploma in Health and Social Care Management qualification is to equip learners with the underpinning knowledge, understanding and skills required for a career or further study in the health and social care sector at a managerial level. The programme enables learners to demonstrate their skills by producing evidence from their work or training activities.</p> <p>The Level 5 units give learners the opportunity to progress in specific subject occupational areas. Learners will develop and enhance knowledge and skills in the areas of effective partnership working, managing the care of vulnerable individuals, team management, professional supervision practices and how to complete a research project.</p> <p>Successful completion of this qualification will equip learners with industry-specific and practical skills, enabling them to successfully apply their knowledge in the workplace, enhance their career prospects and allow progression to further study.</p>																												
<p>Qualification Structure</p>	<p>This qualification consists of 6 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. All units are mandatory.</p> <table border="1" data-bbox="507 1077 1390 1496"> <thead> <tr> <th>Unit Title</th> <th>Credit</th> <th>GLH</th> <th>TQT</th> </tr> </thead> <tbody> <tr> <td>1. Working in Partnership in Health and Social Care</td> <td>20</td> <td>100</td> <td>200</td> </tr> <tr> <td>2. Managing the Safeguarding and Protection of Vulnerable Individuals</td> <td>20</td> <td>100</td> <td>200</td> </tr> <tr> <td>3. Health Education and Promoting Wellbeing</td> <td>20</td> <td>100</td> <td>200</td> </tr> <tr> <td>4. Team Management in Health and Social Care</td> <td>20</td> <td>100</td> <td>200</td> </tr> <tr> <td>5. Professional Supervision Practice in Health and Social Care</td> <td>20</td> <td>100</td> <td>200</td> </tr> <tr> <td>6. Research Methods in Health and Social Care</td> <td>20</td> <td>100</td> <td>200</td> </tr> </tbody> </table>	Unit Title	Credit	GLH	TQT	1. Working in Partnership in Health and Social Care	20	100	200	2. Managing the Safeguarding and Protection of Vulnerable Individuals	20	100	200	3. Health Education and Promoting Wellbeing	20	100	200	4. Team Management in Health and Social Care	20	100	200	5. Professional Supervision Practice in Health and Social Care	20	100	200	6. Research Methods in Health and Social Care	20	100	200
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<p>Learning Outcomes of the Programme</p>	<p>Unit 1: WORKING IN PARTNERSHIP IN HEALTH AND SOCIAL CARE</p> <p>1. Understand the features of partnership working.</p> <p>1.1 Describe key elements of partnership working with:</p> <ul style="list-style-type: none"> • external organisations • other practitioners • colleagues • the individual • families <p>1.2 Evaluate the importance of partnership working with:</p> <ul style="list-style-type: none"> • external organisations • other practitioners • colleagues 																												

- the individual
- families

1.3 Explain how to overcome barriers to partnership working.

1.4 Explain how to deal with conflict that may occur in partnership working

2. Understand how to establish and maintain working relationships with others.

2.1 Evaluate procedures for effective working relationships with others.

2.2 Analyse common objectives used when working with others within the boundaries of own role and responsibilities

3. Understand how to evaluate partnership working.

3.1 Explain the contribution learners can make to enhance partnership working.

3.2 Evaluate own strengths and weaknesses in relation to partnership working.

3.3 Describe ways to improve own practice in relation to partnership working.

3.4 Explain how to review the effectiveness of partnership working in achieving the agreed outcomes of working together.

4. Know how to work with others to support organisational innovation and growth.

4.1 Describe aspects of an organisation that are no longer effective in providing a person-centred service.

4.2 Explain how to work with others to identify opportunities for growth and development, or redesign, as a service and a business.

4.3 Describe how to maintain a culture that supports innovation, change and growth in relation to the service provided.

4.4 Describe how to maintain a culture that recognises the resources available in the expertise of those using or working in the service.

4.5 Explain the importance of entrepreneurial skills in ensuring that the market is able to meet future demand for adult care services.

Unit 2: MANAGING THE SAFEGUARDING AND PROTECTION OF VULNERABLE INDIVIDUALS

1. Understand the legal framework, regulations, policies and procedures that support the safeguarding and protection of vulnerable individuals.

1.1 Examine the concepts of:

- safeguarding
- protection.

1.2 Explain the legislative framework for safeguarding vulnerable individuals in health and social care.

1.3 Analyse how serious case reviews have influenced safeguarding and protection.

1.4 Explain the action to be taken in the event of suspected or actual abuse.

2. Know about the management of a service which safeguards and protects vulnerable individuals.

2.1 Analyse how service provision supports individuals to take risks and make informed choices.

2.2 Demonstrate how to provide information to others on signs and symptoms of abuse.

2.3 Demonstrate how to inform others of the measures to be taken to avoid abuse taking place.

2.4 Demonstrate how to articulate with others practice that maintains the safety and protection of vulnerable individuals.

3. Understand the importance of partnership working to protect vulnerable individuals.

3.1 Explain the agreed protocols for working in partnership.

3.2 Evaluate the importance of working in partnership with others in relation to safeguarding and protection.

4. Understand how to review procedures and practices that promote safeguarding of vulnerable individuals.

4.1 Assess the importance of the involvement of individuals in the review of systems and procedures in services.

4.2 Review a work setting's procedures and practice against current legislation and policy in relation to safeguarding and protecting vulnerable individuals.

Unit 3: HEALTH EDUCATION AND PROMOTING WELLBEING

1. Understand approaches to health education.

1.1 Evaluate the concept of health and ill health.

1.2 Compare and contrast models of health.

1.3 Analyse factors affecting health and well-being.

1.4 Analyse the connection between diet, exercise and health.

1.5 Evaluate the role of media in influencing attitudes to health.

1.6 Explain the terms:

- health education
- health protection
- disease prevention.

1.7 Explain approaches to health promotion

2. Understand models of behaviour change.

2.1 Explain two models of behaviour change that have been used in recent national health education campaigns.

2.2 Evaluate the effectiveness of different models of behaviour change in relation to health and well-being.

3. Be able to carry out a health education campaign.

3.1 Define the rationale of a health education campaign.

3.2 Carry out a health education campaign, relating it to models of behaviour change.

3.3 Evaluate the effectiveness and impact of the health education campaign.

3.4 Explain ethical issues involved in the health education campaign.

Unit 4: TEAM MANAGEMENT IN HEALTH AND SOCIAL CARE

1. Understand the characteristics of effective team work.

- 1.1 Analyse theories of team development.
- 1.2 Suggest strategies to overcome common team work challenges.
- 1.3 Evaluate the impact of leadership styles on a team.
- 1.4 Assess the importance of accountability and trust in a team.
- 1.5 Compare and contrast methods of managing conflict within a team.

2. Know how to support a positive culture within a team in a health and social care setting.

- 2.1 Explain the components of a positive culture within a team.
- 2.2 Describe how systems and processes support a positive culture in a team.
- 2.3 Explain how to foster creative and innovative ways of working in a team.

3. Understand how to agree performance objectives with the team.

- 3.1 Explain the links between individual, team organisational objectives.
- 3.2 Explain factors which influence forward planning in a team.
- 3.3 Explain how to identify areas of individual and team responsibility in achieving objectives.
- 3.4 Explain how to identify and agree aims and objectives to promote a shared vision within own team.
- 3.5 Evaluate how the vision and strategic direction of a team influences team practice.

4. Be able to manage team performance.

- 4.1 Apply techniques to monitor progress in achieving team objectives.
- 4.2 Demonstrate how to provide constructive feedback when underperformance is identified.
- 4.3 Explain how team members are managed when performance does not meet agreed requirements.

5. Know about recruitment and selection processes in health and social care.

- 5.1 Explain the impact of legislative and regulatory requirements on recruitment and selection processes in health and social care settings.
- 5.2 Analyse how serious case reviews and inquiries have contributed to the establishment of policies and procedures within recruitment which are necessary to safeguard vulnerable people.
- 5.3 Explain how to establish the criteria that will be used in the recruitment and selection process.
- 5.4 Describe how to involve others in the recruitment process.

Unit 5: PROFESSIONAL SUPERVISION PRACTICE IN HEALTH AND SOCIAL CARE

1. Understand professional supervision in health and social care settings.

- 1.1 Evaluate theories and models that underpin the practice of professional supervision.
- 1.2 Explain the legal and regulatory codes of practice that relate to professional supervision.
- 1.3 Explain how evidence-based practice informs professional supervision.

2. Know how to agree on the framework for a professional supervision process.

- 2.1 Explain how to overcome power-imbalance in professional supervision.
- 2.2 Explain the boundaries and parameters for carrying out supervision with the supervisee

3. Know how to provide professional supervision.

- 3.1 Describe how to provide constructive feedback to the supervisee.
- 3.2 Describe how conflict can be managed within supervision.
- 3.3 Analyse methods that can be used to measure performance.
- 3.4 Explain how to review and agree performance targets.

4. Know how to reflect on own practice in professional supervision.

- 4.1 Explain how to use tools to gather feedback on own professional supervision practice.
- 4.2 Describe how to reflect on feedback to identify changes to be made to own practice.

Unit 6: RESEARCH METHODS IN HEALTH AND SOCIAL CARE

1. Understand approaches to research in health and social care.

- 1.1 Explain the function of research in health and social care.
- 1.2 Evaluate types of research methodology.
- 1.3 Describe methods of gathering data.
- 1.4 Describe tools to analyse and present data.
- 1.5 Explain how to assess the validity and reliability of data in research.
- 1.6 Analyse the importance of the validity and reliability of data used within research.

2. Be able to plan a research project relevant to a health and social care setting.

- 2.1 Determine a research topic in a chosen area of interest.
- 2.2 Develop the aims and objectives of the research project.
- 2.3 Explain ethical considerations that apply to the area of the research project.
- 2.4 Complete a literature review of chosen area of research.

3. Be able to carry out a research project relevant to a health and social care setting.

- 3.1 Develop relevant research questions.
- 3.2 Formulate a detailed plan for the research project.
- 3.3 Determine appropriate research methods for the research project.
- 3.4 Conduct the research using identified research methods.

4. Be able to make informed recommendations.

- 4.1 Analyse the data and present findings.
- 4.2 Formulate recommendations related to the chosen research topic
- 4.3 Reflect how own research findings substantiate initial literature review.
- 4.4 Make recommendations related to area of research.
- 4.5 Identify potential uses for the research findings within practice.

<p>General Pedagogical methods used for this programme</p>	<p>This is a training programme in which participants will benefit from the following mixed-learning and teaching methodologies:</p> <ul style="list-style-type: none"> • Tutor-led, traditional and collaborative teaching contact via short lecture-type interventions interspersed with group discussions, reflective exercises and group activities • Self-study via handouts and recommended reading
<p>Assessment</p>	<p>All units within this qualification are assessed and internally quality assured by the ThinkTalent and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.</p> <p>Each unit is assessed via a written coursework of approximately 3000 words. 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.</p>