
Programme Specification

HNC Level 4 Health and Social Care



Section 1 Programme Information

Awarding organisation	Pearson
Delivery Institution	Education and Skills
Title of Final Award	BTEC Level 4 HNC Diploma in Health and Social Care
Programme Title	BTEC Level 4 HNC Diploma in Health and Social Care
UCAS code	To be confirmed
Course Duration	12 months' full time
Mode of delivery	Distance Learning
Language of study	English
Relevant subject statement benchmarks	This course follows the UK national Quality and Credit Framework (QCF). QAA subject and qualification benchmark statements have been used to provide points of reference for each level. Links to National Occupational Standards in Health and Social Care are indicated in each unit.
Date programme specification was written	25 th May 2017
Date programme specification will be reviewed	December 2017
Name of Programme Leader	Louise Malcolmson

Section 2 Main Purpose of the Programme

BTEC Higher Nationals provide a nationally recognised qualification offering career progression and professional development for those already in employment and opportunities to progress into higher education. The Pearson BTEC HNC in Health and Social Care (QCF) provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the health and social care sector. The programme provides opportunities for learners to apply their knowledge and practical skills in the workplace. Full-time learners have the opportunity to do this through formal work placements or part-time employment experience.

This course is designed to equip students with academic, research, analytical and problem-solving skills ideally suited for a range of careers in the Health and Social Care sector. The BTEC Level 4 Higher National Certificate is well established and are valued as contributing to the continuing personal development of workers in health and social care. They also facilitate achievement of widening participation objectives by facilitating progression into or within employment in the health and social care sector, either directly on achievement of the award or following further study to Level 5 and ultimately at degree level.

The course has strong employer links, with active employer involvement throughout the course, and currency of scholarly activity of staff members, relevant to the fields of study. Students will experience a diverse range of opportunities within the field, as a direct result of the placement element of the course in unit 4. This allows learners to inform their practices, in the context of the health and social care sector. The curriculum is made up of staff members with significant sector experience, ensuring currency and contextualisation of the sector needs, whilst informing the curriculum.

Section 3 Admissions

This qualification will be available to everyone who is capable of reaching the required standards. The process for recruitment will include the following:

- A discussion with the learner in the first instance about information on the course, duration, demands, support and assessments to ensure that they have the appropriate information and advice about the qualification and that it will meet their needs.
- A review of the learner's qualifications and / or experience, considering whether these show an ability to progress to level 4 or 5. For learners who have recently been in education, the entry requirements is likely to include one of the following: a BTEC Level 3 qualification in Health and Social Care, GCSE grades at A* to C, other related level 3 qualifications, an Access to Higher Education Diploma.
- Mature learners will be considered based on their profile of achievement/work experience.
- All learners will have an interview over the phone with the programme leader to determine suitability of the course after the above has taken place.

- To enrol on this course applicants must undergo a check by the Disclosure and Barring Service (DBS). Evidence of a criminal prosecution does not necessarily exclude applicants from the course, but must be disclosed.

Section 4 Progression Opportunities

The qualification prepares learners for employment in the health and social care sector and will be suitable for learners who have already decided that they wish to enter this area of work. Learners studying the Pearson BTEC Level 4 HNC in Health and Social Care (QCF) should be able to progress to the Level 5 HND which will be in either Health Care Practice or Social Work, the second of year of an undergraduate degree or directly into employment in an associated profession. This programme not only provides learners with access to diverse employment options in the health and social care sector, but can directly provide access to a BA (Hons) in a health and social care related degree at a university.

Section 5 Programme Aims

The aim of this qualification is to:

- Equip individuals with underpinning knowledge, understanding and skills for success in employment in the health and/ or social care sector at a supervisory or management level.
- Provide specialist studies relevant to individual vocations and professions in which learners are working or in which they intend to seek employment in the health and/ or social care sector.
- Develop the ability of learners to contribute to the health and social care environment through effective use and combination of the knowledge and skills gained in different parts of the programme.
- Develop skills and techniques, and personal qualities and attitudes essential for successful performance in working life and thereby enable learners to make an immediate contribution to employment.
- Develop transferable skills and knowledge which will enable individuals to meet changing circumstances, whether moving within their own area of employment, moving up to a supervisory or management position or adapting to general changes in the provision or environment of health and social care.
- Prepare individuals to progress to further professional development of higher level skills through to future study or career advancement.
- Enable study to be supported by vocational practice when this is considered desirable for the chosen progression within the health and social sector.
- Enable focused study in defined areas of the health and social care sector with specialist designed units.

Section 6 Programme Outcomes

Principles of practice	<p>Formal and informal mechanisms that;</p> <ul style="list-style-type: none"> • Promote equality; rights and diversity and principles of care in an organisation • Application of the value base of care; formal measures adopted to achieve objectives; instilling concept within the workforce; personal strategies which can influence personal practice and performance of others; roles and responsibilities of experienced staff and managers in promoting a value-based service.
Continuing development	<p>Focus on the concept of professionalism; legislation and regulation; self-management; personal effectiveness; partnership working; health and safety; reflective practice; management and organisation, supporting other workers.</p>
Communication	<p>Different forms of communication used in the context of health and social care including IT skills; contribution of communication to service delivery; communication within organisations; legal frameworks surrounding the recording of information; and use of information technology as a communication tool in health and social care.</p>
Multi-disciplinary working	<p>Legislation and policy; levels of partnership; range of knowledge theories and research findings; empowerment; positive and negative outcomes; agencies; provision; statutory and voluntary, not-for-profit and private provision; the nature of the health/social care sector; adaptations to meet the needs of individuals using health and social care services; concept of stakeholder analysis; development of systems and products; developing and reviewing standards; concept of quality and how it can be applied to services; principles of organisation-wide commitment to best practice.</p>
Health and safety	<p>Current legislation and how it is applied and monitored within the sector; importance of risk assessment in the provision of care, including physical, emotional or sexual harm; the difference between high-risk and low-risk situations; realise own limits; regulation and management of the social care workforce.</p>
Independent study	<p>Development of written analytical and evaluative skills within an area of health or social research; conduct and report on their own research project using appropriate research methods; information technology and incorporating appropriate use of statistics</p>

Section 7 Teaching, Learning and Assessment Strategies

The assessment of BTEC Higher National qualifications is criterion-based and learners' evidence is assessed against published learning outcomes and assessment criteria. The purpose of the assessment is to ensure that effective learning of the content of each unit has taken place. Evidence of this learning, or the application of the learning, is required for each unit. The assessment of the evidence relates directly to the assessment criteria for each unit, supported by the generic grade descriptors. All units will be individually graded as 'pass,' 'merit' or 'distinction'. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications. Further information is available in the Higher Education Assessment Policy.

Teaching and learning methods are aligned to programme outcomes and support learners in becoming problem solvers, critical thinkers, independent enquirers and effective communicators. HE lecturers engage in a range of scholarly activities and ensure that appropriate links are made between theory and practice. Resources develop relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activities within the sector, through the delivery of relevant vocational scenarios.

The development of learners' independent learning skills is promoted through self-directed study, which may include reflective journals, blogs and personal development records, facilitated by full access to the OneFile learning platform which Education and Skills use in order to manage all their distance learning courses.

Prior to formal assessment methods, learners will take part in a range of activities and tasks, in order to support their preparation for final assessments. Verbal and written feedback will be provided by tutors to support learners' development in order to reach their true potential. Informal assessments methods are varied and relevant to vocational practice. Knowledge and understanding are tested through essays, research reports, poster presentations, theoretical analysis of case studies, reflective logs, dissertation, formal examinations. All of which will be assessed via distance learning.

Section 8 Programme Structure

MANDATORY UNITS					
UNIT NUMBER	UNIT NAME	CREDITS	LEVEL	TUTOR	IV
1	Communicating in Health and Social Care Organisation	15	4	CB, KB	LC
2	Principles of Health and Social Care Practice	15	5	CB, KB	LC
3	Health and Safety in the Health and Social Care Workplace	15	4	CB, KB	LC
4	Personal and Professional Development in Health and Social Care (200 hours of work experience to be completed within this unit)	15	4	CB, KB	LC
5	Working in partnership in Health and Social Care	15	5	CB, KB	LC
SPECIALIST UNITS					
10	Safeguarding in Health and Social Care	15	4	CB, KB	LC
15	Psychology for Health and Social Care	15	4	CB, KB	LC
17	Community Development Work	15	4	CB, KB	LC
TOTALS		120			

Section 9 About the Awarding Body and External Examiner

The Higher National Diploma in Health and Social Care is awarded by Pearson. Pearson publish a Higher National Specification which provides the nationally devised and accredited programme structure, curriculum content and related guidance necessary for educational institutions to deliver a programme which is appropriate to local market conditions and local student needs.

As the awarding body, Pearson appoints a suitably qualified academic to act as the standards verifier for this programme. The standards verifier is equivalent to the external examiner role identified within the QAA Quality Code for UK Higher Education. Annual reports from the standards verifier are published within the course area on the OneFile learning platform and are made available to all students on the course. You can read more about the process here: <http://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>

Section 10 Study Support

Learners' primary source of advice and support is through their lead tutor. All students are allocated a lead Tutor on enrolment. Tutorials are held at least once a week over the phone or through skype. The role of the LT is as follows:

- To give pastoral support and to monitor academic, professional and personal progress.
- To provide the main identifiable base for students throughout their period of study
- To provide for the dissemination of information and advice which ensures students gain maximum benefit from the resources on OneFile which are available to them.
- To provide academic counselling specific to the needs of individual students in identifying and advising on appropriate pathways

Education and Skills has a commitment to, and history of, supporting learners with specific needs. Learners with specific needs are fully included in the learning process mechanisms and through support from the Programme Manager at the centre. Learners are supported on an individual basis in order to ensure that all learners have reasonable access to all the learning opportunities on offer and ensure fair assessment, adjustments may be made to the curriculum, teaching styles and assessment practices.

Learners on this course have access to e books and journal articles along with course notes and voice over power points for each unit which have been produced from experienced industry and teaching professionals.

Section 11 Methods for Evaluating and improving the Quality and Standards of Learning and Teaching

<p>Mechanisms for review and evaluation of learning, the curriculum and outcome standards</p>	<ul style="list-style-type: none"> • External: QAA HE Review, NSS Survey, External Examiners' Reports • Annual Self-Assessment reports • Termly Course reviews • End of Unit Evaluations • Student representation managed via the online forum on OneFile • Regular course team and monthly meetings • Curriculum Review
<p>Groups with responsibility for monitoring and evaluating quality and standards</p>	<ul style="list-style-type: none"> • Quality Improvement Group Committee • HE Quality Improvement Group Committee (including Student Reps) • Curriculum Development and Performance Management Group (Distance Learning Programme Manager and Course Leaders) • Informal module/session feedback opportunities • Student/staff consultative committees • Student Council operated via the online forum
<p>Mechanisms for gaining student feedback on the quality of teaching and their learning experience</p>	<ul style="list-style-type: none"> • Higher Education Quality Group • Liaising with students and student reps via online forum • Publication of HE Student Rep Action Plans on OneFile • Attendance at course team meetings • Meetings with external examiners • Informal module/session feedback opportunities • End of unit evaluation forms
<p>Staff Development priorities for staff teaching on this course</p>	<p>All HE teaching staff have substantial vocational expertise and are enabled to undertake a programme of Scholarly Activity which is intended to enhance learning and teaching Education and Skills hosts internal staff development and HE training days for HE teaching staff and facilitates a range of external training activities including, but not limited to: external study, e.g. completion of PhDs/MA/vocational accreditation; attendance at appropriate conferences; and specialist industrial and commercial updating. A CPD log is kept for all teaching staff. All distance learning teaching staff possess a recognised teaching qualification.</p>

Section 12 Work Placement

Work-based learning is a core part of this HNC programme. Unit 4: Personal and Professional Development in Health and Social Care requires a minimum of 200 hours' work experience to be completed.

Learning through work builds links between the workplace and education, with participants working on customised modules in various subject areas at the level that suits them. It concentrates on developing skills in order that individuals can enhance their working ability and progress in their career, whilst offering academic recognition for that development and access to further study.

The style of placement (block, day release) is decided following discussions between the employer and the student. Education and Skills will put students in touch with placement providers, but students will also be encouraged to find their own placements (which will need to be vetted by management at Education and Skills). Lead tutors will support learners so that they are adequately prepared for the placement.

Section 13 Assessment Malpractice and Plagiarism

If you are suspected of plagiarism (presenting someone else's work as your own), you will be subject to an investigation. Students found cheating, copying directly from published sources (unless correctly quoted and referenced) or colluding with other students (submitting work which is the work of others, in its entirety or parts thereof, when the assignment is intended to be an individually assessed piece of work) will be dealt with severely and in some circumstances, students may be required to withdraw from the programme.

<i>Completed by:</i>	Louise Malcolmson (Distance Learning Programme Manager)
<i>Date of completion:</i>	25 th May 2017
<i>Date of approval:</i>	
<i>Date of next review:</i>	