

HND in Health & Social Care

Programme Specification

Awarding Body: Pearson Edexcel (BTEC)
Teaching Institution: South and City College Birmingham
Final Award: Edexcel BTEC Level 5 HND in Health and Social Care (QCF)
Programme Title: HND Health and Social Care
Mode of Study: Full time
Language of Study: English
UCAS Code: S 20 099L

Introduction to Higher National Diplomas_

Higher National Diplomas are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate, with a strong work related emphasis. The qualification provides a thorough grounding in the key concepts and practical skills required in their sector and its national recognition by employers allows progression direct into employment or to continue your studies by completing a top-up degree programme.

Aims of the Programme

The HND in Health and Social Care aims to:

- Provide education and training for a range of careers within the Health and Social Care Sector.
- Provide opportunities for full-time learners to gain a nationally recognised vocationally specific qualification to enter employment in the Health and Social Care sector or progress to higher education vocational qualifications such as a full-time top up degree in a related health studies subject.
- Provide opportunities to develop academic skills appropriate for a range of progression options, including; critical thinking, analysis and synthesis and creativity.
- Provide grounding for key concepts and practical skills required in the Health & Social Care sector, including; team working, problem solving and communication.
- Enable students to develop an advanced knowledge and understanding of current issues within the Health & Social Care sector.
- Enable students to apply a range of transferable skills to subject related topics, issues and situations.
- Encourage students to apply theoretical understanding and evaluation to complex content.
- Develop a range of essential practical skills gained through placements within the Health and Social Care sector.
- Provide opportunities for learners to focus on the development of higher level skills in an appropriate health and social care context.
- Providing opportunities for learners to develop a range of practical skills, techniques and attributes essential for successful performance in working life.
- Develop a range of essential practical skills gained through placements within the Health and Social Care sector.
- Provide education and training to improve the skills and effectiveness of the Health and social Care workforce and an underpinning knowledge of the Skills for Care sector Professional Framework.
- Develop a range of skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enabling learners to make an immediate contribution to employment
- Provide opportunities to address skills gaps and shortages, notably in leadership, quality assurance and management, which are of increasing and crucial importance to the Health and Social Care Sector.

Relationship to Subject Benchmark Statements and other Relevant External Reference points

The Edexcel BTEC Higher National Diploma (HND) is a highly regarded, nationally and internationally recognised, undergraduate level programme, equivalent to the first and second year of a university degree course. The course is Level 5 on the National Qualifications Framework and has been designed to equip you with knowledge, understanding and skills for employment in Health & Social Care, both in the UK and overseas. This qualification meets and exceeds the national minimum standard of qualification set by the Care Quality Commission for those practising in Health & Social Care in the UK.

Edexcel Learners will be expected to develop the following skills during the programme of study:

- Analysing, synthesising and summarising information critically
- The ability to read and use appropriate literature with a full and critical understanding
- The ability to think independently and solve problems
- Obtaining and integrating several lines of subject-specific evidence to formulate and test hypotheses
- Applying subject knowledge and understanding to address familiar and unfamiliar problems
- Developing the ability to recognise the moral and ethical issues of health and social care practice and research; appreciating the need for ethical standards and professional codes of conduct.
- Developing an appreciation of the interdisciplinary nature of health and social care service provision
- Leadership and management within multi disciplinary teams and enhanced interagency working.
- Designing, planning, conducting and reporting on aspects of current research and government initiatives that affect the Health and Social Care Sector
- The capacity to give a clear and accurate account of a subject, assemble arguments in a mature way and engage in debate and dialogue both with specialists and non-specialists.

Programme Structure

To achieve the qualification of HND in Health and Social Care, learners will study 16 modules. This is subject to module combination rules and requirements as stipulated by Edexcel. Learners must pass all 16 modules.

Personal and Professional Development in Health and Social Care is evidenced through Unit 4 course work and the completion of a minimum of 200 hours work placement. Learners also need to be aware of the value of completing professional practice evidence when applying for jobs or for entry onto a degree programme.

The programme is provided over two years on a full time basis, typically this is from September until June and will require attendance at College for 2 days per week, plus attendance at professional practice placement for 1 or 2 days per week.

Modules are designated as Level 4 or Level 5, to achieve the HND learners must study at least 9 modules at L5 level and 7 at L4.

The programme consists of 6 core modules:

Module No	Title	Level	Unit credit	ECTS *
1	Communicating in Health and Social Care.	4	15	7.5
2	Principles of Health and Social Care Practice	5	15	7.5
3	Health and Safety in the Health and Social Care Environment	4	15	7.5
4	Personal and Professional Development in Health and Social Care	4	15	7.5
5	Working in Partnership in Health and Social Care	5	15	7.5
6	Research and Project	5	20	10

In addition to the Core modules learners must study 10 specialist modules, examples of which are:

Module No	Title	Level	Unit credit	ECTS *
7	Social Policy	4	15	7.5
8	The Sociological Context of Health and Social Care	4	15	7.5
10	Safeguarding in Health and Social Care	4	15	7.5
14	Managing Human Resources in Health and Social Care	4	15	7.5
15	Psychology for Health and Social Care	4	15	7.5
16	Understanding Specific Needs in Health and Social Care	5	15	7.5
18	Complementary Therapies	5	15	7.5
19	Contemporary Issues in Health and Social Care	5	15	7.5
23	Employability Skills	5	15	7.5
29	Health Promotion	5	15	7.5

A minimum of 125 credits must be at level 5. Specialist modules will be selected by the Programme Team and will take into account the resources available and the views of learners, it is not possible to offer all specialist modules on an individual basis to learners.

Intended Learning Outcomes

The programmes intended learning outcomes are identified in each module in detail, however generally the programmes learning outcomes include fundamental concepts, principles and theories appropriate to the working within Health and Social Care settings.

The Intended Learning Outcomes for the Mandatory/Core curriculum are:

Communicating in Health and Social care Organisations:

This module looks at different forms of communication used in the context of health and social care settings. This includes 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.

Principles of Health and Care Practice:

Formal and informal mechanisms; promoting equality; rights and diversity, principles of care in an

organisation; 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.

Health and Safety in the Health and Social Care Workplace:

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.

Personal and professional Development in Health and Social Care:

This unit provides learners with an opportunity to develop as reflective practitioners. A minimum of 200 hours of work experience will be completed in order to achieve the unit. This practice will provide the basis of evidence for assessment of the unit.

Learners' practice, observations and learning in the workplace will be supplemented with wider understanding and knowledge from all parts of the course.

Evidence of learning will be presented through a portfolio that reflects the learner's ability as a reflective practitioner. Planning, monitoring and revision of personal development plans would be appropriate evidence for achieving personal targets and learning outcomes.

Evidence from workplace settings should be validated and authenticated by appropriately qualified expert witnesses.

Working in Partnership in Health and Social Care:

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.

Research project:

This unit is designed to develop understanding and confidence in the use of techniques and methods appropriate for research in health and social care. Learners will be expected to consider the elements that make up formal research, including the proposal, and methodologies. They will also action plan carry out the research and presenting their findings. Learners will also consider ethical aspects of formal research.

The topic of the research project is dependent on the learner's focus of interest within the context of their programme of study and experience in health and social care, with due regard to ethical constraints of research in this sector. The unit gives learners the opportunity to draw together learning from several aspects of their study into a coherent holistic piece of work that makes a positive contribution to their area of interest. Learners should seek approval from their tutors before starting the study.

Practice interventions:

The professional relationship with users of health and social care services; ensuring best outcomes for individuals; supporting needs of users of specific services; working in teams; communication skills; counselling skills; developing the practice of other workers; leadership, understanding different behaviours; social and psychological theory in practice intervention.

Social policy:

Legislative measures and their application to health and social care practice and services; impact of political perspectives including statutory, voluntary and not-for-profit sectors; use of current issues in health and social care to examine theoretical perspectives; direct/indirect impact of social policy on health/social care.

The Sociological Context of Health and Social Care: Sociological perspectives:

Groups in society, role of the community; diversity of cultural and social values; economic, demographic and commercial factors; resource limitations; individual perspectives; impact of political perspectives on health/social care services, formation of social policy, legislative measures; theoretical perspectives on contemporary issues.

Safeguarding in Health and Social Care:

The foundation of this module is to understand the different types of abuse that can occur within the community. Studying the signs of abuse and factors that can contribute towards individuals being vulnerable, followed by identifying legislation and policies that are in place and how professionals work within the guidelines and professional standards to safeguard both practitioners and users of health and social care services.

The multi-agency approach will be considered and the strategies that are in place for all health and social care professionals to work together to minimise occurrences of abuse in health and social care contexts. Finally the effectiveness of these working practices and strategies will be considered.

Managing Human resources in Health and Social Care:

In this unit learners will investigate the processes involved in the management of individuals in the health and social care workplace. This not only includes the recruitment of the most appropriate personnel but importantly the support of employees in carrying out their work effectively in teams and developing their knowledge and skills so that they can contribute to the delivery of a quality service. Learners will contextualise these elements within the relevant legal and policy frameworks. In addition, learners will explore the influence of management style and organisational factors on the effectiveness of teams.

Psychology for Health and Social Care: Psychological perspectives: Concepts of social psychology; lifespan development; social and biological influences on behaviour, maintaining social functioning; influence of psychological theories on health and social care services.

Understanding Specific Needs in Health and Social Care:

Because meeting the diverse demands of individuals with specific requirements is integral to the work of our health and social care services, learners considering a career in these fields will need to know the ways that services respond to these demands. Learners will find out how a specific need is defined and how perceptions of individuals with such needs are influenced and can change over time. The care requirements of individuals with specific needs will be investigated, together with the way in which legislation, organisations and services support such needs.

Learners will have the opportunity to develop understanding of the impact the approaches and interventions have on individuals (particularly those who display challenging behaviour) and how, in turn, their needs affect the ways that services are provided. Whilst learners will be able to develop an overview of the range of specific needs, they may focus their study on those special needs relevant to their employment, voluntary work or placement.

Complementary Therapies:

The aim of this unit is to provide an understanding of the delivery and usage of a range of complementary therapies and in particular to compare this to conventional medicine. Learners will

consider the principles behind complementary therapies commonly used in health and social care and will assess the advantages and disadvantages associated with their use.

Learners will analyse the evidence for their benefits to health and wellbeing as well as identify contraindications and health and safety issues in relation to their use. They will also evaluate the effectiveness of regulations in place for different therapies and their practitioners.

Contemporary Issues:

This unit will develop learners' understanding of factors that can influence the public debate on matters relating to health and social care. Learners will analyse the methods used to bring information to the public arena for debate, and the validity and reliability of that information. Class debate and discussion may be used to analyse the factors that affect the development of public opinion. Learners will explore how a range of health and social care issues are presented in the media and then monitor the development of a particular issue over time. Learners will develop a portfolio of media coverage on the specific issue of interest, and analyse the interrelationships between public opinion of the issue and the development of related social policy.

Employability Skills:

All learners, regardless of their level of education or experience, require honed employability skills in order to successfully enter the health and social care sector. This unit gives learners an opportunity to assess and develop an understanding of their own responsibilities and performance in or when entering the workplace.

It covers the skills required for general employment such as interpersonal and transferable skills, and the dynamics of working with others in teams or groups including leadership and communication skills. It also deals with the everyday working requirement of problem solving which includes the identification or specification of the 'problem', strategies for its solution and then evaluation of the results of the solution through reflective practices

Health Promotion:

Practitioners who work in health and social care require an understanding of the influences on the health of the individuals with whom they work. This unit will provide learners with the knowledge and understanding of pertinent issues and also factors which prevent some individuals from accessing health support. Learners will investigate a range of influences on health and also reasons for the varied success of health promotion campaigns and strategies.

Reference is made to the role of national and regional strategies and professionals. Theories of health behaviour are examined and linked with government strategies to improve the health of individuals in society. Potential conflicts between local industry and health promotion are considered, for example anti-smoking campaigns and parents employed within the tobacco industry.

Learners are invited to plan a health promotion campaign for a specific group in society, which could be conducted within their own workplace in order to provide a context for the unit.

Management in health and social care organisations: Context of management in health and social care; provision in public, private and not-for-profit sectors; organisational structures, legal and policy frameworks, stakeholders, accountability; service responses and effectiveness, managing for quality; communication and recording of information; effective resource management; budget control; leadership and workforce development; managing change.

Supporting workers in health and social care: Recruitment and selection procedures; development of staff, building teams, leadership in group, organisational and inter-agency contexts, different roles played by both teams and individuals; understanding and supporting learning in the workplace, assessing skills in individual workers, coordinating learning activities for individuals and groups within an organisation.

Technology in health and social care: Understanding the value and use of technology and its function within the health/social care sector; implications of developments in technologies and the potential impact on delivery of care.

Criteria for Admission to the Programme

Learners must be aged 18 years on or before 31st August of the academic year that the programme commences.

A minimum of 120 UCAS points which may be gained from the following qualifications:

2 x GCE 'A' Level passes

1 x GCE 'A' Level pass plus AS level passes in appropriate subjects

BTEC National Diploma or Extended Diploma

BTEC National Certificate

A Level 3 Diploma or equivalent such as NVQ, GNVQ, International Baccalaureate, Scottish Certificate of Education

A recognised (Kite marked) Access Course

Other relevant international qualifications

It is recognised that some learners may have significant relevant work experience or other professional qualifications and therefore may be admitted to the programme following a successful interview.

Please note that learners must have a Disclosure and Barring Service (DBS) check prior to undertaking professional practice, it is the learners responsibility to ensure this is in place.

Teaching and Learning

A range of teaching and learning methods will be used during the programme which aims to be culturally inclusive and meet the needs of individual learners. Teaching and learning may include:

- Lectures
- Tutorial support groups
- Practical classroom based activities
- Group and individual presentations
- Group projects
- Co-operative group work
- Independent learning/self directed study
- Work place investigations
- Online learning materials
- Work placements

It is recognised that learners learn in a variety of ways and the teaching and learning on the programme will take account of these different needs.

Support for Learning

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered support as appropriate to those needs.

Personal Development Planning (PDP) is a process undertaken by students to reflect upon their own learning, performance and achievement and to plan for their personal, educational and career development. It will enable you to articulate the skills you are developing in order to open up opportunities for the future.

Where specific learning needs are identified (e.g. Where a disability is declared,) the course team will liaise with Student Services to ensure that the requirements of the statement are met.

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- A course induction programme
- Induction to learning resources
- Group project briefing sessions for students embarking upon project work, followed by regular meetings with supervisors at which progress is monitored.
- Individual tutorials
- Learning agreements
- Online resources (Moodle)
- Study skills support
- Student Handbook with information relating to the course, modules, assessment and support
- Access to college resources such as IT facilities and the Library.
- Access to Student Services, including those offered by the careers service, financial; advisers and counselling service

Assessment

A variety of assessment methods will be used on the programme. These are designed to enable learners to meet the learning outcomes for the module and experience a range of methods in preparation for further study or employment. A sample are provided below, (this is not an exhaustive list)

- Written examinations
- Coursework assignments
- Individual and group-based project work
- Practical investigations
- Group and individual presentations
- Work experience log books
- Reflective accounts
- Portfolios

Modules generally have a maximum of two assessments, for example a presentation and a written piece of course work.

Grading

There is no overall grade awarded for this qualification, grades are awarded at module level.

Each module will be graded as a pass, merit or distinction.

A pass is awarded for the achievement of all learning outcomes against the specified assessment criteria. Merit and distinction grades are awarded for higher-level achievement

Methods for evaluating and improving the quality and standards of learning, including consideration of stakeholder feedback

Quality and standards are enhanced through:

Committees:

- Board of Studies (Student Representatives Board)
- Examination/ Award Board
- Standards Committee

Mechanisms for review and evaluation:

- Review and validation event
- Annual monitoring report
- Student feedback questionnaires
- Annual teaching appraisal
- External examiner's report
- Course team meetings
- Quality monitoring systems

External Examiners who monitor the programme are appointed by Edexcel and are recruited from similar programmes of high standing at other Higher Education Institutions or have considerable experience in the provision of HNDs in the Early Years Sector. Their work includes:

- Approving coursework assignments and assessment criteria
- Approving examination papers
- Monitoring standards through moderation of completed assessments
- Confirming assessment standards

Progression and Employment Opportunities

On completion of the HND Health and Social Care you can progress onto a range of the one year 'top-up' degrees, where you can further develop your academic qualifications and professional practice in a related subject.