

Programme Handbook

HND Healthcare Practice for England

HIGHER EDUCATION PROGRAMME SPECIFICATION

PROGRAMME

1. Programme/Course Title: Pearson BTEC Level 5 Higher National
Diploma in Healthcare Practice for England
2. Department: Health and Social Care
3. Course Validation Number: 603/2285/8
4. UCAS Code:
5. Qualification/Award Title: BTEC Level 5 HND in Healthcare Practices
6. Awarding Body: Edexcel
7. Professional Accreditation: N/A
8. Relevant QAA Subject Benchmarking Group:
9. Mode (ways of studying the programme)
 - FT
 - PT
 - Other

Programme Aims

The purpose of Pearson BTEC Higher Nationals in Healthcare Practice for England is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the healthcare sector. As well as secure the knowledge, skills and behaviours to adapt and succeed in a constantly changing world.

Programme learning outcomes

Indicate the learning outcomes, teaching and learners' assessment strategies used for module or unit for: (a) Knowledge and Understanding (b) skills and other attributes.

Knowledge and Learning Outcomes are:

Law, Policy and Ethical Practice in Health and Social Care (Level 4 – 15 Credits) T/616/1636

Creation of the law through statute – how the bill becomes law through the process of parliament; brief history of the reform of law; Introduction to case law and the role of the courts; legal responsibility and liability; relationship and ethical practice; introduction to key legislation; national policy and organisational policy.

Learning Outcomes

1. Explore the legal framework within which health and social care practitioners operate
2. Describe key legislation, national and organisational policy of fundamental importance to the health, care or support service practitioner
3. Interpret the law in relation to key ethical and professional practice themes in health and social care
4. Apply law and policy in line with regulatory and ethical requirements in a relevant practice setting.

Demonstrating Professional Principles and Values in Health and Social Care Practice (Level 4 – 30 Credits) A/616/1637

The purpose of reflection in health and social care practice; developing own personal and professional development across practice; identifying areas and reasons for development; identifying own professional career path.

Learning Outcomes

1. Explain the role of reflection in health and social care practice
2. use the practice themes as a framework for reflection
3. Demonstrate active, ongoing, critical reflection of learning experiences
4. Assess the overall success of own reflective journey and consider future career pathway.

Supporting the individual journey through Integrated Health and Social Care (Level 4 – 15 Credits) F/616/1638

Develop understanding of an individual's rights to person-centred care; effective working relationships within multi-disciplinary settings; differences in existing assessment planning, implementation and review process; and adapting communication according to the needs of the individual.

Learning Outcomes

1. Examine the health, care and support services available to an individual requiring multidisciplinary care
2. Assess an individual's capacity to identify their own needs
3. describe the impact of own relationship with the individual and multidisciplinary teams involved in the delivery of the care pathway
4. demonstrate the need for person-centred communication in implementing person-centred plans.

Fundamental of Evidence-based practice (Level 4 – 15 credits) J/616/1639

The principle, purpose and value of conducting research in health and social care practice; the research process; the professional skills required to conduct a literature review; identify principle methods to conduct the research using evidence-based practice; identify ways to develop personal and professional practice.

Learning Outcomes

1. Explain the role of research for evidence-based practice in health and social care
2. Conduct a review of key literature relating to a research topic towards improvements in care practice
3. Develop a project proposal using evidence-based practice
4. Examine the value of the literature review process in influencing positive change in health, care or support service provision.

Addressing Health Inequalities (Level 4 – 15 credits) L/616/1643

Explore current public health issues; develop understanding of the factors that influence differences in health status across populations; explore different types and levels of intervention in health protections; evaluate the challenges and roles of the healthcare professionals.

Learning Outcomes

1. Explore the factors that contribute to current public health issues in own nation
2. Explain the different levels of public health intervention
3. Review national strategies aimed at reduction or prevention of disease
4. Explore the role of healthcare professionals in preventing and controlling the spread of disease.

Supporting Individuals with Specific Needs (Level 4 – 15 credits) K/616/1648

Review changes in government policy that influence local provisions and support; the impact of stereotypes, prejudices and discrimination; historical perspectives of care provision for individuals with specific needs; evaluate the importance of person centred approaches.

Learning Outcomes

1. Assess the factors that impact services for individual with specific needs
2. Review own practice in providing support to individuals with specific needs
3. Assess local services provision for the support of individuals with specific needs
4. Reflect upon the challenges of promoting person-centred service provision for individuals with specific needs.

Effective Reporting and Record keeping in Health and Social Care Services (Level 4 -15 credits) M/616/1652

Introduce students to the process of reporting and recording information; recognise legal requirements and regulatory bodies; differences between different classes of information and confidentiality; recognising and responding to errors and issues.

Learning Outcomes

1. Describe the legal and regulatory aspects of reporting and record – keeping in a care setting
2. Explore the internal and external recording requirements in a care setting
3. Review the use of technology in reporting and recording service user care

4. Demonstrate how to keep and maintain records in a care setting in line with national and local policies and appropriate legislation

Innovation and Improvement through Action Research (Level 5 – 30 credits) A/616/1654

Develop a deeper understanding of the types of research conducted in public health; the process of carrying out action research and undertaking simple data analysis; evaluate performance and impact of research in own practice.

Learning Outcomes

1. Review the role of research strategies to improve health and wellbeing
2. Develop a methodological framework for action research into health and wellbeing improvement
3. Carry out action research towards improvements in health and wellbeing
4. Examine the impact of research findings regarding service improvement and own professional development.

Reflective Approaches in Implementing Person Centred Practice (Level 5 – 15 credits)

T/616/1653

Develops understanding of holistic person-centred care, ethical framework and skills required to be an effective reflective practitioner; explore the social and medical model and other models of health and support; recognise the challenges in implementing person-centred approaches; evaluate own contribution to the collective effectiveness of teams.

Learning Outcomes

1. Promote a holistic approach to person-centred practice
2. Review current policies, legislation and regulations in relation to effective person-centred practice
3. Reflect on own practice within health, care and support settings
4. Explore ways to develop own professional skills and behaviours in relation to health, care or support service provision

Care Planning Processes in Healthcare Practice (Level 5 – 15 credits) R/616/1661

Examine current models and methods of assessment and approaches; care planning and the core care principles; types of intervention reflected in care plans; examine impact of care process on individual, friends and family; promoting best practice in the best interests of the individual.

Learning Outcomes

1. Examine the influence of theoretical models and methods of assessment and planning in practice in the workplace
2. Implement care plans in the workplace to meet desired outcomes for individuals
3. Review the challenges and benefits of planning person-centred care in the workplace
4. Reflect upon the impact of the planning of care on practitioners, individuals, family and carers in relation to own practice.

Supporting Individuals through Significant Life Events (Level 5 – 15 credits) L/616/1657

Life stages and individual need in response to significant life events; explore social and economic impact on the individual; identify policies and procedures that help to support individuals affected; encourage and support family and social network.

Learning Outcomes

1. Assess the impact of significant life events on individuals and social networks
2. Review the roles of external agencies that provide support for individuals and their social networks going through significant life events
3. Explain how organisational policies and procedures support individuals and their social networks affected by significant life events
4. Reflect on how individuals who have experienced significant life events are supported in care service provision.

Managing Quality in Care Environments (Level 5 – 15 credits) R/616/1658

Theories and approaches to measuring and monitoring quality; review the requirements of external regulatory bodies; review audit quality improvement documentation and policies; plan a quality improvement initiative; measure the benefits of implementing planned improvement.

Learning Outcomes

1. Assess the impact legislation and policy has on measuring and monitoring quality of practice in a health and social care
2. Discuss the impact that improving quality has on different individuals in a care setting
3. Explore quality improvement requirements in a care setting
4. Plan and monitor improvements to quality.

Health Psychology (Level 5 – 15 credits) Y/616/1659

Examine social, biological and psychological indicators that define the seven life stages; review the different forms of assessments used to identify specific health conditions; critically explore theoretical perspectives and approaches of health; develop transferable skills needed to support individuals with life changing illness.

Learning Outcomes

1. 1 Discuss how biological and social factors impact the health and behaviour of individuals at different life stages
2. Examine how current theoretical perspectives in health psychology explain human behaviour
3. Explore the various forms of assessment used to diagnose and plan treatment for different health issues
4. Analyse the role of health psychology practice in improving outcomes for individuals using healthcare services.

Supporting Team and Partnership Working Across Health and Social Care Services (Level 5 – 15 credits) F/616/1655

Understand the differences between the function of a manager and the role of a leader; explore leadership and management characteristics, behaviours and traits; identify factors that impact health and social care partnership working; investigate effective partnerships and identify strategies to improve practices.

Learning Outcomes

1. Differentiate between the role of a leader and the function of a manager
2. Discuss the role of partnership working across health, care and support services
3. Explore the outcomes of positive partnership working across health, care and support services
4. Examine own contributions to working as part of a team.

Knowledge and Understanding Teaching and Learning Strategies are:

Lecturer, team task, paired task, individual task, independent research, group research, question and answer session.

Knowledge and Understanding Assessment Strategies are:

Assessment strategies are linked to criterion – references and evidence against published learning outcomes and assessment criteria. All units will be individually graded as a 'pass', 'merit' or 'distinction'. This will include assignments, work-based projects, presentations, written task or report, reflective journal/log, poster/leaflet, discussion forum, self-reflection, professional discussion.

Skills and Other Attributes Learning Outcome are:

To develop skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enable learners to make an immediate contribution to employment.

To develop learners' ability to contribute positively to good practice in the health and social care environment through effective use and combination of the knowledge and skills gained in different parts of the programme.

Further skills include:

- 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
- Applying subject knowledge and understanding to address familiar and unfamiliar problems
- Recognising the moral and ethical issues of health and social care practice and research; appreciating the need for ethical standards and professional codes of conduct.
- The capacity to 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.

Opportunities for work placement/study abroad:

The Total Qualification Time for the Pearson BTEC Level 4 Higher National Certificate in Healthcare Practice for England includes a minimum requirement of **225** hours' work placement or experience in health and/or social care settings.

The Total Qualification Time for the Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England includes a requirement of **450** hours' work placement or experience in health and/or social care settings over the two-year period of the qualification.

LEARNING SUPPORT/RESOURCES

Students will be offered a range of academic and personal support as:

- Induction
- Unit Guides
- Personal Tutors
- HE Academic Support Tutor
- Library skills induction
- Programme Handbook
- Learning resources including additional reading material
- Library/support facilities
- College e-mail account and ICT access
- VLE learning platform
- Regular tutorial sessions
- Welfare and Pastoral services

Learners will be required to attend educational visits and work placements.

Special Learning Support

During your course of study you may be entitled to receive special learning support to enable you to achieve your qualifications (advice is available from college staff prior to enrolment and during your course).

PERSONAL FINANCIAL EXPENDITURE

This programme/course may involve students in personal financial expenditure only as follows:

- Tuition fee including registration with the awarding body
- DBS application
- Contribution to the cost of educational visits if necessary
- Personal expenses during educational visits/work experience
- Purchase of stationery
- Purchase of textbooks
- Purchase of equipment
- Purchase of consumable materials

ADMISSIONS

- To gain entry to this programme/course you must satisfy the course entry requirements listed below:
- Academic Qualification: A level 3 qualification in Health and Social Care, Access to Higher Education Certificate or A level equivalent.
- Knowledge/skills: Prior experience, knowledge and skills from working in the health and social care sector will be considered for mature learners who wish to improve their prospects by gaining a recognised qualification at Level 5.
- Personal skills: Mature applicants may have relevant personal experience in the health and social care sector that will equip them with the ability to recognise and demonstrate theory and research within set tasks.
- Literacy/numeracy/IT skills: A level 2 qualification in literacy and numeracy
- Other prerequisites: Aged 18+ and be willing to apply for an Enhanced DBS (resulting in a satisfactory screening)

Students from this programme may progress to further study:

Learners studying the Edexcel BTEC Level 5 HND in Health and Social Care can apply to the University of Bolton, third year entry, where they can study towards a BSc in Health and Social Care if accepted.

Students from this programme may pursue a variety of careers:

Health care in the community including support worker, employed work with local charities, a continuation of higher education. NHS, drug and alcohol agencies, mental health organisations, hospices, social care agencies and charities. There are many opportunities for rewarding roles where learners will be helping others to achieve a better standard of life.

Quality Management and Enhancement

OLC Europe College use a wide range of mechanisms to assure and enhance quality of the programme:

- Regular evaluations of programmes by students and employers
- Annual monitoring of programmes and modules
- Annual self-assessment of programmes
- Peer observation of teaching
- Internal inspection
- Staff development
- Regular internal verification

