

# Programme Handbook



## HND Healthcare Professions' Support For England



## **Programme Specification**

1. Programme Title: Pearson BTEC Level 5 Higher National Diploma in Healthcare Professions' Support for England
2. Department: Health and Social Care
3. Programme Manager: Waseema Tasneen Salehuddin
4. Course Qualification Number: 603/7880/3
5. Qualification/Award Title: BTEC Level 5 HND in Healthcare Professions' Support for England
6. Credit Value: 120
7. Awarding Body: Pearson Education Ltd
8. Work Placement: 450 total hours
9. Professional Accreditation: Royal College of Nursing
10. Mode of Programme: Full Time.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

For further information on start dates contact the Programme Manager, Waseema Salehuddin via email [wtasneen@olceurope.com](mailto:wtasneen@olceurope.com) or phone 01204525511.

## **Purpose of the Pearson BTEC Higher Nationals**

The purpose of Pearson BTEC Higher Nationals in Healthcare Professions' Support for England is to develop students as independent-thinking professionals who can meet the demands of employers and adapt to a constantly changing world. The qualifications aim to widen access to higher education and improve the career prospects of those who take them.

## **Objectives of the Pearson BTEC Higher Nationals**

The aims of the Pearson BTEC Higher Nationals in Healthcare Professions' Support for England are to:

- Equip students with the healthcare practice skills, knowledge and understanding necessary to achieve high performance in the global health and social care environment.
- Provide education and training for a range of careers in healthcare, including healthcare assistant practitioner roles in a range of settings such as nursing assistant roles, care navigation, planning, and assessment.
- Provide insight and understanding into the diversity of roles within the healthcare sector, recognising the importance of collaboration at all levels.
- Equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values.
- Provide opportunities for students to enter or progress in employment, healthcare or progress to higher education qualifications, such as a pre-registration degree in one of the allied health professions: [Professions and protected titles | \(hcpc-uk.org\)](https://www.hcpc-uk.org) or nursing.
- Support students to understand the local, regional and global context of healthcare practice and to aspire to progress their career in healthcare.
- Provide opportunities for students to achieve a nationally recognised professional qualification within their chosen area.
- Provide students with the context in which to consider professional ethics and their relation to personal, professional and statutory responsibilities within the industry.

## **Who is this Qualification for?**

The Pearson BTEC Higher National qualifications in Healthcare Professions' Support for England are aimed at students wanting to continue their education through applied learning.

Higher Nationals provide a wide-ranging study of the health and social care sector and are designed for students who wish to pursue or advance their career in healthcare practice or related fields. In addition to the knowledge, understanding, and skills that underpin the study of the health and social care sector, Pearson BTEC Higher Nationals in Healthcare Professions' Support for England give students experience of the breadth and depth of the sector that will prepare them for further study or training in healthcare-related fields.

## **Entry requirements**

To gain entry to this programme/course you must satisfy the course entry requirements listed below:

- A BTEC Level 3 qualification in Health and Social Care (or related subject)
- A GCE Advanced Level profile, such as GCSE grades A\* to C and/or 9 to 4 in subjects such as maths and English
- Related work experience.

The College has a commitment to widening participation in Higher Education and will therefore consider prior experiential learning, non-traditional qualifications and qualifications obtained outside of the United Kingdom.

### **Career and Progression Opportunities**

Graduates at Level 4 can apply for senior support worker roles, radiographic assistant, or mental health worker roles. Graduates at Level 5 can apply for assistant practitioner roles, rehabilitation assistant practitioner, Clinical imaging assistants and community mental health assistant practitioner roles. There are many opportunities for rewarding roles where learners will be helping others to achieve a better standard of life. Graduates at Level 5 can apply to OLC to do the NCG third year entry (Top-up), where they can study towards a BA Integrated Health Social Care and Wellbeing Degree (Top-up) if accepted.

### **Work experience/Placement requirements:**

The total Qualification Time for the Pearson BTEC Level 4 Higher National Certificate in Healthcare Professions Support for England includes a minimum requirement of **225** hours work placement or experience. The Total Qualification Time for the Pearson BTEC Level 5 Higher National Diploma in Healthcare Professions Support 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.

### **Programme Delivery**

This course is delivered face-to-face with the use of online tutorials and OLC's Moodle (VLE) to support unit delivery and observations of teaching. The Teaching and Learning strategies include: lectures, team tasks, case studies, role plays, guest speakers, problem solving activities, paired tasks, individual tasks, independent research, group research, question and answer sessions.

### **Assessment**

The qualification is assessed through a combination of written essays, presentations, reports, portfolios, academic posters, information booklets and case studies. The practical element requires the learner to compile an internally assessed and externally quality assured portfolio of evidence, log of hours and observations of healthcare practice. All units, assignments and teaching and learning materials for the programme can be accessed through OLC's Moodle (VLE).

### **Activities that contribute to Independent learning include:**

Self-directed research and investigations, reading set texts or other sources of information, watching subject-related videos, peer activities, online discussions, reviewing recordings of scheduled sessions or notes.

### **Aim of the Pearson BTEC Level 4**

The Pearson BTEC Level 4 Higher National Certificate in Healthcare Professions' Support for England enables students to develop a broad knowledge and awareness of key aspects of the healthcare sector through seven core units, which include one unit assessed by a Pearson-set assignment.

The units are:

- Law, Policy and Ethical Practice
- Demonstrating Professional Principles and Values in Health and Social Care Practice
- Supporting the Individual Journey through Integrated Health and Social Care
- Fundamentals of Evidence-based Practice (Pearson-set unit)
- Principles of Health Education
- Effective Healthcare Practice Using Math
- Applied Anatomy and Physiology.

### **Unit 1 Law, Policy and Ethical Practice in Health and Social Care (Level 4 – 15 Credits) T/618/1824**

This unit develops students' understanding of the relevant law and policy. The unit presents opportunities for students to apply relevant law and policy to practice settings to promote ethical working.

#### **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. Demonstrate understanding of the application of law and policy in a health and social care practice setting.

### **Unit 2 Demonstrating Professional Principles and Values in Health and Social Care Practice (Level 4 30 Credits) A/618/8525**

The unit focuses on understanding the concepts of reflective practice to develop personally and professionally. Emphasis is placed on the role reflective practice plays in the understanding of self as a practitioner within the health and social care setting where research and innovation propel change in the interest of enhancing the quality of service and care.

#### **Learning Outcomes**

1. Explain the importance of reflective practice in supporting ongoing personal and professional development and the adoption of best practice
2. Generate evidence that demonstrates the personal application of Practice Themes across a broad range of work-related activities
3. Demonstrate knowledge and skill development through active, ongoing, critical reflection of learning experiences
4. Analyse the outcomes of their own reflective journey in terms of establishing future development needs and plans for career progression.

### **Unit 3 Supporting the Individual Journey through Integrated Health and Social Care (Level 4 15 Credits) K/618/8526**

The unit aims to develop students' understanding of an individual's rights to be central to the progress of their own care and to develop students' skills in promoting this right when working with individuals. Students will explore the importance of working relationships within multidisciplinary settings and the impact on 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 care.

#### **Unit 4 Fundamentals of Evidence-based Practice (Level 4 – 15 credits) M/618/8527**

The unit enables students to develop their knowledge, understanding and application of audit, quality improvement and research – embedding the principles and key features of co-production throughout each process. Students will also learn the purpose and the processes involved in undertaking an audit, a quality improvement project and a research project.

##### **Learning Outcomes**

1. Explain the purpose of audit, quality improvement and research in informing evidence-based practice in health and social care
2. Examine the processes involved in doing an audit, a quality improvement project and a research project to inform evidence-based practice in health and social care
3. Explore the concept of co-production to underpin quality improvement and research activity in health and social care
4. Develop a quality improvement plan embedding co-production principles.

#### **Unit 5 Principles of Health Education (Level 4 – 15 credits) T/618/8528**

The unit will support the development of students' knowledge, understanding and skills regarding providing and supporting the provision of health education to improve the health and wellbeing of individuals accessing healthcare services. It will develop students' understanding of the factors that impact upon health and explore the methods used to identify health inequalities locally.

##### **Learning Outcomes**

1. Examine the factors that can influence health status
2. Investigate the impact of health beliefs on wellbeing and illness
3. Explore the relationship between theoretical models of health education and health behaviours
4. Design a local health education initiative for potential implementation using theoretical model of health education.

#### **Unit 6 Effective Healthcare Practice Using Maths (Level 4 – 15 credits) A/618/8529**

Students will learn to apply mathematical principles and appreciate the scientific rationale for the information they are collecting and the methods they are using. They must be able to understand the significance of the results they obtain and explain the scientific basis for that significance.

##### **Learning Outcomes**

1. Explain different purposes of mathematical information used in healthcare practice
2. Apply mathematical methods accurately to report on and work to improve individual health status
3. Investigate the scientific rationale of the mathematical methods and information used to predict health outcomes
4. Assess the implications of the use of mathematical methods and scientific rationales for healthcare practice.

### **Unit 7 Applied Anatomy and Physiology (Level 4 – 15 credits) M/618/8530**

The aim of this unit is to provide students with background knowledge and understanding of how the healthy human body works. It will also examine the potential changes that may take place during ill health, both physical and mental. Being able to recognise when any individual is becoming unwell or recovering from illness are critical skills for a career in healthcare.

#### **Learning Outcomes**

1. Describe the systems within a healthy human
2. Explain the interrelationship of body systems in good and ill health from a physiological perspective
3. Investigate how physiological measurements in the body are affected by ill health
4. Contribute to appropriate care interventions based on an individual's physiological measurements which contribute to reducing risks to health.

### **Aim of the Pearson BTEC Level 5**

The Level 5 Higher National Diploma in Healthcare Professions' Support for England is designed to support progression into relevant occupational areas or on to pre-registration study.

#### **The Core units are:**

- Innovation and Improvement through Participatory Action Research
- Reflective Approaches in Implementing Person-centred Practice
- Care Planning Processes in Healthcare Practice
- Recognising and Meeting the Needs of Individuals with Long-term Health Conditions
- Team and Individual Leadership: Mentoring and Coaching Others
- End of Life Care Planning and Support.

#### **Optional Unit is:**

- Supporting individuals through significant life events.

### **Unit 8 Innovation and Improvement through Participating Action Research (Level 5 – 30 credits) T/618/8531**

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. Evaluate the processes involved in undertaking a participatory action research project
2. Conduct a review of key literature relating to a specific topic with the aim of innovating or improving an aspect of service delivery in health and social care that can be explored using participatory action research methodology
3. Develop a participatory action research proposal to explore a specific aspect of service delivery in health and social care
4. Reflect on learning and development needs, as a potential future action researcher, across all four Pillars of Practice.

### **Unit 9 Reflective Approaches in Implementing Person Centred Practice (Level 5 – 15 credits) A/618/8532**

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-centered 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.

### **Unit 10 Planning Care in Practice (Level 5 – 15 credits) F/618/8533**

This unit will enable students to become familiar with care planning processes in their practice, however short or long the interaction and whatever type of care may be required. For example, many allied health professionals (AHPs) will not be involved in the long-term care of patients but they will need to plan for episodes of care during, for example, diagnostic tests, follow-up monitoring of progress and delivery of treatment.

#### **Learning Outcomes**

1. Examine the influence of theoretical models and practical methods of assessing planned care/episodes of care in the workplace
2. Demonstrate involvement in care plans/plans for an episode of care in the workplace to meet desired outcomes for individuals
3. Review the benefits of planning person-centred care/episodes of care in the workplace
4. Reflect upon the impact of the planning of care/episodes of care on practitioners, individuals, family and carers in relation to own practice.

### **Unit 11 Meeting the needs of individuals with long term health conditions (Level 5 – 15 credits) J/618/8534**

This unit is designed to enable students to consider the needs of individuals with long-term health conditions and to develop their skills in the holistic assessment of needs and in supporting the personalised care of the individual. Students will consider how healthcare practitioners work to put the needs of the whole person at the forefront of their practice. Students will develop their understanding of multidisciplinary and partnership working where individuals with long-term health conditions require the input of several different disciplines of support services to ensure their needs are met.

#### **Learning Outcomes**

1. Discuss how different long-term health conditions affect the wellbeing of the individual
2. Support the needs of individuals with long-term health conditions in a healthcare setting
3. Analyse own role as a part of a multidisciplinary healthcare team in providing appropriate care for individuals with long-term health conditions
4. Review the effectiveness of strategies to meet the needs of individuals with long-term health conditions in the healthcare setting.



**Unit 12 Team and Individual Leadership: Mentoring and Coaching Others (Level 5 – 15 credits) L/618/8535**

The unit will enable students to develop their confidence and practice in applying principles, strategies and techniques to effectively lead, mentor and coach others in healthcare-related environments. Students will explore the value of communication in building open and effective relationships and appraise the impact of their personal characteristics, attributes, values, attitudes and approaches in supporting and developing individuals.

**Learning Outcomes**

1. Critically appraise theories and principles of team and individual leadership, mentoring and coaching in the context of healthcare
2. Critically explore how mentorship and coaching practices empower individuals and benefit self, service users and organisations
3. Critically discuss strategies and techniques which can be used to effectively manage and create an environment which supports open and trusting relationships between self, service users, and those being coached or mentored
4. Critically appraise personal skills and capacity to lead, mentor and coach individuals within the workplace and establish future personal development needs.

**Unit 13 End of Life Care Planning and Support (Level 5 – 15 credits) R/618/8536**

In this unit, students will review local and national end-of-life guidelines as well as legislative processes in reporting death. Students will demonstrate skills in planning end-of-life care and providing support. It will be important for students to reflect on periods of care and consider the development of their role as a part of the wider team providing palliative or end-of-life care.

**Learning Outcomes**

1. Discuss current national standards and guidelines in planning end-of-life care
2. Examine how cultural, religious and social factors influence end-of-life care planning and support
3. Explore own role in planning end-of-life care and providing support to individuals and their families
4. Review services available to support individuals and their families in planning end-of-life care.

**Unit 14 Supporting Individuals through Significant Life Events (Level 5 – 15 credits) Y/618/8537**

Students will consider different types of life events and their impact on the individuals they provide care for. The unit develops students awareness and understanding of the emotions associated with change, and how to come to terms with emotions, such as loss, fear, anxiety, anger and confusion.

**Learning Outcomes**

1. Assess the impact of significant life events on individuals and their 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.

## **Quality Management and Enhancement**

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

- Students/Tutors unit level feedback
- Student and Student Representative feedback sessions
- Lloyds (LRQA) third part assessment of ISO 9001 Quality Systems certification
- Pearson Edexcel external examination (EE)
- Internal Quality Auditing activities
- British Accreditation Council Centre approval for independent colleges
- Higher Education Student Surveys
- National Student Surveys
- Graduate Outcomes Surveys.

## **Personal Tutors**

Personal Tutors are designated as a sustained and first point of reference for individual students on personal or academic matters. Your Personal Tutor is contactable during working hours and where possible designated 1:1 tutorial session can be arranged. If you have an emergency and are unable to contact your Personal Tutor, then please contact Waseema Salehuddin at [wtasneen@olceurope.com](mailto:wtasneen@olceurope.com) or via phone 01204 525511.

## **Special Learning Support**

Equality and fairness are central to our work here at OLC College. We are committed to making sure that all our learners have equal opportunities to access qualifications and assessments. Learners with disabilities and specific learning needs will have access to individualised support during the delivery and assessment of the qualification.

## **Student Support**

The programme is managed by a programme manager and unit lead tutors. An initial induction programme introduces the students to OLC College and includes information about the programme. Students on the programme are provided with a OLC College student handbook, unit guides and information on academic and welfare matters. Students also have access to library and IT resources and facilities, as well as OLC's Virtual learning environment ([moodle.olceurope.com](http://moodle.olceurope.com)). Students are provided the opportunities to express views, opinions and suggestions at regular feedback sessions, student representative meetings and Student Social Activities Committee (SSAC) Meetings.

## **Career guidance**

OLC's Careers Service provides confidential advice and guidance appropriate to the diverse needs of students at the college, from those with established careers who wish to change direction to those who are studying at OLC College looking to establish a career. We assist on an individual basis (including help with career planning, CV writing and interview technique), in small groups, or through College-wide events (arranging regular careers events and forums, talks by speakers from relevant organisations). For further information or guidance contact the Director of Student Experience, Julie Semmens at [jsemmens@olceurope.com](mailto:jsemmens@olceurope.com) or the Pastoral and Academic Support Team, Mohammed Sadif at [msadif@olceurope.com](mailto:msadif@olceurope.com).

**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 produce an accurate account of a subject, assemble arguments in a mature way and engage in debate and dialogue both with specialists and non-specialists.

**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.