



HEALTH AND SOCIAL CARE Specification

LEVEL

4

HNC

5

HND

Issue 5
January 2013



Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers BTEC qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

This specification is Issue 5. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

References to third-party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Martin Stretton
Prepared by Ria Bhatta and Kirsten Brown

Publications Code BH034919

All the material in this publication is copyright
© Pearson Education 2013

Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (QCF)

Edexcel BTEC Level 5 HND Diploma in Health and Social Care (QCF)

Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Management) (QCF)

Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Management) (QCF)

Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Health) (QCF)

Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Health) (QCF)

Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Applied Social Studies) (QCF)

Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Applied Social Studies) (QCF)

Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Care Practice) (QCF)

Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Care Practice) (QCF)

The Qualifications and Credit Framework (QCF) has been introduced to replace the National Qualifications Framework (NQF). It recognises achievement through the award of credit for units and qualifications, working at all levels between Entry level and level 8.

To accommodate the new framework we have taken the opportunity to revise the academic level and size of the Edexcel BTEC HNCs (Higher National Certificates). These are now at level 4 and are a minimum of 120 credits in size. They have been nested within the structures of the Edexcel BTEC HNDs (Higher National Diplomas).

Edexcel BTEC HNDs remain as level 5 qualifications. They are a minimum of 240 credits in size.

The qualifications remain as Intermediate level qualifications on the Framework for Higher Education Qualifications (FHEQ). Progression to Edexcel BTEC Higher Nationals continues to be from level 3 qualifications and progression from Edexcel BTEC Higher Nationals will normally be to qualifications at level 6. Learners' progression routes do not necessarily involve qualifications at every level.

As a nested qualification the HNC is an embedded component of the HND. However, it can be taken as a stand-alone qualification.

If a learner enrolls for an HNC they would be eligible to gain a grade for the HNC. If they then move onto an HND, the learner is graded on their HND performance. The grade for the HND will include units from the previously achieved HNC.

If a learner opts to take an HND from the start, then on successful completion of the HND they will receive one grade for the HND achievement only.

If a learner opts to take an HND from the start but later chooses to revert to an HNC programme, then on successful completion of the HNC they will receive a grade for the HNC achievement only.

Existing NQF Higher National units achievement can count towards the QCF Edexcel BTEC Higher Nationals.

Edexcel BTEC Higher Nationals within the QCF, NQF and FHEQ

QCF/NQF/ FHEQ level	Progression opportunities and examples of qualifications within each level
8	PhD/DPhil Professional doctorates (credit based), eg EdD
7	Master's degrees Postgraduate diplomas Postgraduate Certificate in Education (PGCE)
6	Bachelor's degrees, eg BA, BSc Professional Graduate Certificate in Education Graduate certificates and diplomas
5	Edexcel BTEC HNDs (Higher National Diplomas) Foundation Degrees, eg FdA, FdSc Diplomas of Higher Education (Dip HE)
4	Edexcel BTEC HNCs (Higher National Certificates) Certificates of Higher Education (Cert HE) Level 4 National Vocational Qualifications (NVQs)
3	Edexcel BTEC Level 3 Extended Diplomas Edexcel BTEC Level 3 Diplomas Edexcel BTEC Level 3 Subsidiary Diplomas Edexcel BTEC Level 3 Certificates GCE Advanced Level Level 3 NVQs Advanced Diplomas

UNITS

The units for the Edexcel BTEC Higher Nationals in Health and Social Care are on the CD ROM that accompanies this specification and on the Edexcel website.

Contents

Qualification titles covered by this specification	1
Qualification Numbers	2
Introduction	3
Structure of the qualification	3
Edexcel BTEC Level 4 HNC	3
Edexcel BTEC Level 5 HND	3
Rules of combination for Edexcel BTEC Levels 4 and 5 Higher National qualifications	4
Key features	22
Professional body recognition	22
National Occupational Standards	23
Qualification Requirement	23
Higher-level skills	24
Edexcel BTEC Level 4 HNC	24
Edexcel BTEC Level 5 HND	25
Teaching, learning and assessment	25
Unit format	26
Learning and assessment	28
Grading Higher National units	28
Calculation of the qualification grade	29
Qualification grades	30
Recognition of Prior Learning	30
Quality assurance of Edexcel BTEC Higher Nationals	31

Programme design and delivery	31
Mode of delivery	34
Resources	34
Delivery approach	35
Meeting local needs	35
Locally-devised specialist units	35
Limitations on variations from standard specifications	35
Access and recruitment	36
Restrictions on learner entry	36
Access arrangements and special considerations	36
Useful publications	37
How to obtain National Occupational Standards	37
Professional development and training	38
Further information	38
Annexe A	39
Qualification Requirement	39
Annexe B	45
National Occupational Standards in Health and Social Care	45
Annexe C	53
National Occupational Standards in Leadership and Management for Care Services	53
Annexe D	57
Grade descriptors	57
Annexe E	59
Unit mapping overview	59
Unit mapping in depth	61
Annexe F	65
Calculation of the qualification grade	65

Qualification titles covered by this specification

Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (QCF)

Edexcel BTEC Level 5 HND Diploma in Health and Social Care (QCF)

Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Management) (QCF)

Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Management) (QCF)

Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Health) (QCF)

Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Health) (QCF)

Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Applied Social Studies) (QCF)

Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Applied Social Studies) (QCF)

Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Care Practice) (QCF)

Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Care Practice) (QCF)

These qualifications have been accredited to the Qualifications and Credit Framework (QCF). The Qualification Numbers (QNs) for these qualifications are listed below.

These qualification titles are as they will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

Centres are reminded that The Report of the National Committee of Inquiry into Higher Education (the Dearing Report) recommended that they *'develop, for each programme they offer, a 'programme specification' which identifies potential stopping-off points and gives the intended outcomes of the programme ...'*

The Quality Assurance Agency for Higher Education (QAA) has produced guidelines for centres in preparing programme specifications (reference *Guidelines for preparing programme specifications*: QAA 115 06/06) which includes related post-Dearing developments. Annexe 2: *Working with programme specifications: a leaflet for further education colleges* of this QAA document contains additional guidance notes to support further education colleges writing programme specifications for Edexcel awards.

Qualification Numbers

The Qualifications and Credit Framework (QCF) code is known as a Qualification Number (QN). Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QNs for the qualifications in this publication are:

500/8361/2 Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (QCF)

500/8362/4 Edexcel BTEC Level 5 HND Diploma in Health and Social Care (QCF)

Introduction

This specification contains the units and associated guidance for the QCF Edexcel BTEC Level 4 HNC in Health and Social Care and the Edexcel BTEC Level 5 HND in Health and Social Care.

Each unit sets out the required learning outcomes, assessment criteria and content and may also include advice regarding essential delivery and assessment strategies.

This document also contains details of the teaching, learning, assessment and quality assurance of these qualifications. It includes advice about Edexcel's policies regarding access to its qualifications, the design of programmes of study and delivery modes.

Structure of the qualification

Edexcel BTEC Level 4 HNC

The Edexcel BTEC Level 4 HNC Diploma in Health and Social Care is a qualification with a minimum of 120 credits.

The Edexcel BTEC Level 4 HNC Diploma programme must contain a minimum of 65 credits at level 4.

Edexcel BTEC Level 5 HND

The Edexcel BTEC Level 5 HND Diploma in Health and Social Care is a qualification with a minimum of 240 credits.

The Edexcel BTEC Level 5 HND Diploma programme must contain a minimum of 125 credits at level 5.

Rules of combination for Edexcel BTEC Levels 4 and 5 Higher National qualifications

The rules of combination specify the:

- total credit value of the qualification
- minimum credit to be achieved at the level of the qualification
- mandatory core unit credit
- specialist unit credit
- maximum credit that can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications.

When combining units for an Edexcel BTEC Higher National qualification it is the centre's responsibility to ensure that the following rules of combination are adhered to:

Edexcel BTEC Level 4 HNC Diploma in Health and Social Care

- 1 Qualification credit value: a minimum of 120 credits.
- 2 Minimum credit to be achieved at the level of the qualification (level 4): 65 credits.
- 3 Mandatory core unit credit: 75 credits.
- 4 Specialist unit credit: 45 credits.
- 5 A maximum of 30 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

Edexcel BTEC Level 5 HND Diploma in Health and Social Care

- 1 Qualification credit value: a minimum of 240 credits. (A minimum of 65 credits must be at level 4 and a maximum of 30 credits may be at level 6.)
- 2 Minimum credit to be achieved at the level of the qualification (level 5): 125 credits.
- 3 Mandatory core unit credit: 95 credits.
- 4 Specialist unit credit: 145 credits.
- 5 The requirements of the HNC have to be met.
- 6 A maximum of 60 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Management)

- 1 Qualification credit value: a minimum of 120 credits.
- 2 Minimum credit to be achieved at the level of the qualification (level 4): 65 credits.
- 3 Mandatory core unit credit: 105 credits.
- 4 Specialist unit credit: 15 credits.
- 5 A maximum of 15 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Management)

- 1 Qualification credit value: a minimum of 240 credits. (A minimum of 65 credits must be at level 4 and a maximum of 30 credits may be at level 6.)
- 2 Minimum credit to be achieved at the level of the qualification (level 5): 125 credits.
- 3 Mandatory core unit credit: 125 credits.
- 4 Specialist unit credit: 115 credits.
- 5 The requirements of the HNC have to be met.
- 6 A maximum of 60 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Health)

- 1 Qualification credit value: a minimum of 120 credits.
- 2 Minimum credit to be achieved at the level of the qualification (level 4): 65 credits.
- 3 Mandatory core unit credit: 105 credits.
- 4 Specialist unit credit: 15 credits.
- 5 A maximum of 15 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Health)

- 1 Qualification credit value: a minimum of 240 credits. (A minimum of 65 credits must be at level 4 and a maximum of 30 credits may be at level 6.)
- 2 Minimum credit to be achieved at the level of the qualification (level 5): 125 credits.
- 3 Mandatory core unit credit: 95 credits.
- 4 Specialist unit credit: 145 credits.
- 5 The requirements of the HNC have to be met.
- 6 A maximum of 60 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Applied Social Studies)

- 1 Qualification credit value: a minimum of 120 credits.
- 2 Minimum credit to be achieved at the level of the qualification (level 4): 65 credits.
- 3 Mandatory core unit credit: 105 credits.
- 4 Specialist unit credit: 15 credits.
- 5 A maximum of 15 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Applied Social Studies)

- 1 Qualification credit value: a minimum of 240 credits. (A minimum of 65 credits must be at level 4 and a maximum of 30 credits may be at level 6.)
- 2 Minimum credit to be achieved at the level of the qualification (level 5): 125 credits.
- 3 Mandatory core unit credit: 125 credits.
- 4 Specialist unit credit: 115 credits.
- 5 The requirements of the HNC have to be met.
- 6 A maximum of 60 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Care Practice)

- 1 Qualification credit value: a minimum of 120 credits.
- 2 Minimum credit to be achieved at the level of the qualification (level 4): 65 credits.
- 3 Mandatory core unit credit: 105 credits.
- 4 Specialist unit credit: 15 credits.
- 5 A maximum of 15 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Care Practice)

- 1 Qualification credit value: a minimum of 240 credits. (A minimum of 65 credits must be at level 4 and a maximum of 30 credits may be at level 6.)
- 2 Minimum credit to be achieved at the level of the qualification (level 5): 125 credits.
- 3 Mandatory core unit credit: 125 credits.
- 4 Specialist unit credit: 115 credits.
- 5 The requirements of the HNC have to be met.
- 6 A maximum of 60 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

Structure of the Edexcel BTEC Level 4 HNC Diploma in Health and Social Care

Unit number	Mandatory core units	Unit level	Unit credit
1	Communicating in Health and Social Care Organisations	4	15
2	Principles of Health and Social Care Practice	5	15
3	Health and Safety in the Health and Social Care Workplace	4	15
4	Personal and Professional Development in Health and Social Care*	4	15
5	Working in Partnership in Health and Social Care	5	15
	Specialist units – choose units with a total credit value of 45 credits		
7	Social Policy	4	15
8	The Sociological Context of Health and Social Care	4	15
9	Empowering Users of Health and Social Care Services	4	15
10	Safeguarding in Health and Social Care	4	15
11	The Role of Public Health in Health and Social Care	4	15
12	Physiological Principles for Health and Social Care	4	15
13	Managing Human Resources in Health and Social Care	4	15
14	Managing Financial Resources in Health and Social Care	4	15
15	Psychology for Health and Social Care	4	15
17	Community Development Work	4	15
22	Developing Counselling Skills for Health and Social Care	4	15
25	Influences on Health and Social Care Organisations	4	15

* *Unit 4: Personal and Professional Development in Health and Social Care* requires at least 200 hours of work experience to be completed.

The Edexcel BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

Structure of the Edexcel BTEC Level 5 HND Diploma in Health and Social Care

Unit number	Mandatory core units	Unit level	Unit credit
1	Communicating in Health and Social Care Organisations	4	15
2	Principles of Health and Social Care Practice	5	15
3	Health and Safety in the Health and Social Care Workplace	4	15
4	Personal and Professional Development in Health and Social Care*	4	15
5	Working in Partnership in Health and Social Care	5	15
6	Research Project	5	20
	Specialist units – choose units with a total credit value of 145 credits		
7	Social Policy	4	15
8	The Sociological Context of Health and Social Care	4	15
9	Empowering Users of Health and Social Care Services	4	15
10	Safeguarding in Health and Social Care	4	15
11	The Role of Public Health in Health and Social Care	4	15
12	Physiological Principles for Health and Social Care	4	15
13	Managing Human Resources in Health and Social Care	4	15
14	Managing Financial Resources in Health and Social Care	4	15
15	Psychology for Health and Social Care	4	15
16	Understanding Specific Needs in Health and Social Care	5	15
17	Community Development Work	4	15
18	Complementary Therapies	5	15
19	Contemporary Issues in Health and Social Care	5	15
20	Supporting Independent Living	5	15
21	Supporting Significant Life Events	5	15
22	Developing Counselling Skills for Health and Social Care	4	15
23	Employability Skills#	5	15
24	Understanding the Learning Process	5	15
25	Influences on Health and Social Care Organisations	4	15
26	Facilitating Change in Health and Social Care	5	15
27	Managing Quality in Health and Social Care	5	15
28	Work-based Experience#	5	15
29	Health Promotion	5	15

* *Unit 4: Personal and Professional Development in Health and Social Care* requires at least 200 hours of work experience to be completed.

Units 23 and 28 may not be combined in the same programme.

The Edexcel BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

Structure of the Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Management)

Unit number	Mandatory core units	Unit level	Unit credit
1	Communicating in Health and Social Care Organisations	4	15
2	Principles of Health and Social Care Practice	5	15
3	Health and Safety in the Health and Social Care Workplace	4	15
4	Personal and Professional Development in Health and Social Care*	4	15
5	Working in Partnership in Health and Social Care	5	15
13	Managing Human Resources in Health and Social Care	4	15
14	Managing Financial Resources in Health and Social Care	4	15
	Specialist units – choose units with a total credit value of 15 credits		
7	Social Policy	4	15
8	The Sociological Context of Health and Social Care	4	15
9	Empowering Users of Health and Social Care Services	4	15
10	Safeguarding in Health and Social Care	4	15
11	The Role of Public Health in Health and Social Care	4	15
12	Physiological Principles for Health and Social Care	4	15
15	Psychology for Health and Social Care	4	15
17	Community Development Work	4	15
22	Developing Counselling Skills for Health and Social Care	4	15
25	Influences on Health and Social Care Organisations	4	15

* *Unit 4: Personal and Professional Development in Health and Social Care* requires at least 200 hours of work experience to be completed.

The Edexcel BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

Structure of the Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Management)

Unit number	Mandatory core units	Unit level	Unit credit
1	Communicating in Health and Social Care Organisations	4	15
2	Principles of Health and Social Care Practice	5	15
3	Health and Safety in the Health and Social Care Workplace	4	15
4	Personal and Professional Development in Health and Social Care*	4	15
5	Working in Partnership in Health and Social Care	5	15
6	Research Project	5	20
13	Managing Human Resources in Health and Social Care	4	15
14	Managing Financial Resources in Health and Social Care	4	15
	Specialist units – choose units with a total credit value of 115 credits		
7	Social Policy	4	15
8	The Sociological Context of Health and Social Care	4	15
9	Empowering Users of Health and Social Care Services	4	15
10	Safeguarding in Health and Social Care	4	15
11	The Role of Public Health in Health and Social Care	4	15
12	Physiological Principles for Health and Social Care	4	15
15	Psychology for Health and Social Care	4	15
16	Understanding Specific Needs in Health and Social Care	5	15
17	Community Development Work	4	15
18	Complementary Therapies	5	15
19	Contemporary Issues in Health and Social Care	5	15
20	Supporting Independent Living	5	15
21	Supporting Significant Life Events	5	15
22	Developing Counselling Skills for Health and Social Care	4	15
23	Employability Skills #	5	15
24	Understanding the Learning Process	5	15
25	Influences on Health and Social Care Organisations	4	15
26	Facilitating Change in Health and Social Care	5	15
27	Managing Quality in Health and Social Care	5	15
28	Work-based Experience #	5	15
29	Health Promotion	5	15

* *Unit 4: Personal and Professional Development in Health and Social Care* requires at least 200 hours of work experience to be completed.

Units 23 and 28 may not be combined in the same programme.

The Edexcel BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

Structure of the Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Health)

Unit number	Mandatory core units	Unit level	Unit credit
1	Communicating in Health and Social Care Organisations	4	15
2	Principles of Health and Social Care Practice	5	15
3	Health and Safety in the Health and Social Care Workplace	4	15
4	Personal and Professional Development in Health and Social Care*	4	15
5	Working in Partnership in Health and Social Care	5	15
11	The Role of Public Health in Health and Social Care	4	15
12	Physiological Principles for Health and Social Care	4	15
	Specialist units – choose units with a total credit value of 15 credits		
7	Social Policy	4	15
8	The Sociological Context of Health and Social Care	4	15
9	Empowering Users of Health and Social Care Services	4	15
10	Safeguarding in Health and Social Care	4	15
13	Managing Human Resources in Health and Social Care	4	15
14	Managing Financial Resources in Health and Social Care	4	15
15	Psychology for Health and Social Care	4	15
17	Community Development Work	4	15
22	Developing Counselling Skills for Health and Social Care	4	15
25	Influences on Health and Social Care Organisations	4	15

* *Unit 4: Personal and Professional Development in Health and Social Care* requires at least 200 hours of work experience to be completed.

The Edexcel BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

Structure of the Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Health)

Unit number	Mandatory core units	Unit level	Unit credit
1	Communicating in Health and Social Care Organisations	4	15
2	Principles of Health and Social Care Practice	5	15
3	Health and Safety in the Health and Social Care Workplace	4	15
4	Personal and Professional Development in Health and Social Care*	4	15
5	Working in Partnership in Health and Social Care	5	15
6	Research Project	5	20
11	The Role of Public Health in Health and Social Care	4	15
12	Physiological Principles for Health and Social Care	4	15
	Specialist units – choose units with a total credit value of 115 credits		
7	Social Policy	4	15
8	The Sociological Context of Health and Social Care	4	15
9	Empowering Users of Health and Social Care Services	4	15
10	Safeguarding in Health and Social Care	4	15
13	Managing Human Resources in Health and Social Care	4	15
14	Managing Financial Resources in Health and Social Care	4	15
15	Psychology for Health and Social Care	4	15
16	Understanding Specific Needs in Health and Social Care	5	15
17	Community Development Work	4	15
18	Complementary Therapies	5	15
19	Contemporary Issues in Health and Social Care	5	15
20	Supporting Independent Living	5	15
21	Supporting Significant Life Events	5	15
22	Developing Counselling Skills for Health and Social Care	4	15
23	Employability Skills #	5	15
24	Understanding the Learning Process	5	15
25	Influences on Health and Social Care Organisations	4	15
26	Facilitating Change in Health and Social Care	5	15
27	Managing Quality in Health and Social Care	5	15
28	Work-based Experience #	5	15
29	Health Promotion	5	15

* *Unit 4: Personal and Professional Development in Health and Social Care* requires at least 200 hours of work experience to be completed.

Units 23 and 28 may not be combined in the same programme.

The Edexcel BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

Structure of the Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Applied Social Studies)

Unit number	Mandatory core units	Unit level	Unit credit
1	Communicating in Health and Social Care Organisations	4	15
2	Principles of Health and Social Care Practice	5	15
3	Health and Safety in the Health and Social Care Workplace	4	15
4	Personal and Professional Development in Health and Social Care*	4	15
5	Working in Partnership in Health and Social Care	5	15
7	Social Policy	4	15
8	The Sociological Context of Health and Social Care	4	15
	Specialist units – choose units with a total credit value of 15 credits		
9	Empowering Users of Health and Social Care Services	4	15
10	Safeguarding in Health and Social Care	4	15
11	The Role of Public Health in Health and Social Care	4	15
12	Physiological Principles for Health and Social Care	4	15
13	Managing Human Resources in Health and Social Care	4	15
14	Managing Financial Resources in Health and Social Care	4	15
15	Psychology for Health and Social Care	4	15
17	Community Development Work	4	15
22	Developing Counselling Skills for Health and Social Care	4	15
25	Influences on Health and Social Care Organisations	4	15

* *Unit 4: Personal and Professional Development in Health and Social Care* requires at least 200 hours of work experience to be completed.

The Edexcel BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

Structure of the Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Applied Social Studies)

Unit number	Mandatory core units	Unit level	Unit credit
1	Communicating in Health and Social Care Organisations	4	15
2	Principles of Health and Social Care Practice	5	15
3	Health and Safety in the Health and Social Care Workplace	4	15
4	Personal and Professional Development in Health and Social Care*	4	15
5	Working in Partnership in Health and Social Care	5	15
6	Research Project	5	20
7	Social Policy	4	15
8	The Sociological Context of Health and Social Care	4	15
	Specialist units – choose units with a total credit value of 115 credits		
9	Empowering Users of Health and Social Care Services	4	15
10	Safeguarding in Health and Social Care	4	15
11	The Role of Public Health in Health and Social Care	4	15
12	Physiological Principles for Health and Social Care	4	15
13	Managing Human Resources in Health and Social Care	4	15
14	Managing Financial Resources in Health and Social Care	4	15
15	Psychology for Health and Social Care	4	15
16	Understanding Specific Needs in Health and Social Care	5	15
17	Community Development Work	4	15
18	Complementary Therapies	5	15
19	Contemporary Issues in Health and Social Care	5	15
20	Supporting Independent Living	5	15
21	Supporting Significant Life Events	5	15
22	Developing Counselling Skills for Health and Social Care	4	15
23	Employability Skills #	5	15
24	Understanding the Learning Process	5	15
25	Influences on Health and Social Care Organisations	4	15
26	Facilitating Change in Health and Social Care	5	15
27	Managing Quality in Health and Social Care	5	15
28	Work-based Experience #	5	15
29	Health Promotion	5	15

* *Unit 4: Personal and Professional Development in Health and Social Care* requires at least 200 hours of work experience to be completed.

Units 23 and 28 may not be combined in the same programme.

The Edexcel BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

Structure of the Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Care Practice)

Unit number	Mandatory core units – all seven units must be taken	Unit level	Unit credit
1	Communicating in Health and Social Care Organisations	4	15
2	Principles of Health and Social Care Practice	5	15
3	Health and Safety in the Health and Social Care Workplace	4	15
4	Personal and Professional Development in Health and Social Care*	4	15
5	Working in Partnership in Health and Social Care	5	15
9	Empowering Users of Health and Social Care Services	4	15
10	Safeguarding in Health and Social Care	4	15
	Specialist units – choose units with a total credit value of 15 credits		
7	Social Policy	4	15
8	The Sociological Context of Health and Social Care	4	15
11	The Role of Public Health in Health and Social Care	4	15
12	Physiological Principles for Health and Social Care	4	15
13	Managing Human Resources in Health and Social Care	4	15
14	Managing Financial Resources in Health and Social Care	4	15
15	Psychology for Health and Social Care	4	15
17	Community Development Work	4	15
22	Developing Counselling Skills for Health and Social Care	4	15
25	Influences on Health and Social Care Organisations	4	15

* *Unit 4: Personal and Professional Development in Health and Social Care* requires at least 200 hours of work experience to be completed.

The Edexcel BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

Structure of the Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Care Practice)

Unit number	Mandatory core units	Unit level	Unit credit
1	Communicating in Health and Social Care Organisations	4	15
2	Principles of Health and Social Care Practice	5	15
3	Health and Safety in the Health and Social Care Workplace	4	15
4	Personal and Professional Development in Health and Social Care*	4	15
5	Working in Partnership in Health and Social Care	5	15
6	Research Project	5	20
9	Empowering Users of Health and Social Care Services	4	15
10	Safeguarding in Health and Social Care	4	15
	Specialist units – choose units with a total credit value of 115 credits		
7	Social Policy	4	15
8	The Sociological Context of Health and Social Care	4	15
11	The Role of Public Health in Health and Social Care	4	15
12	Physiological Principles for Health and Social Care	4	15
13	Managing Human Resources in Health and Social Care	4	15
14	Managing Financial Resources in Health and Social Care	4	15
15	Psychology for Health and Social Care	4	15
16	Understanding Specific Needs in Health and Social Care	5	15
17	Community Development Work	4	15
18	Complementary Therapies	5	15
19	Contemporary Issues in Health and Social Care	5	15
20	Supporting Independent Living	5	15
21	Supporting Significant Life Events	5	15
22	Developing Counselling Skills for Health and Social Care	4	15
23	Employability Skills #	5	15
24	Understanding the Learning Process	5	15
25	Influences on Health and Social Care Organisations	4	15
26	Facilitating Change in Health and Social Care	5	15
27	Managing Quality in Health and Social Care	5	15
28	Work-based Experience #	5	15
29	Health Promotion	5	15

* *Unit 4: Personal and Professional Development in Health and Social Care* requires at least 200 hours of work experience to be completed.

Units 23 and 28 may not be combined in the same programme.

The Edexcel BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

Key features

Edexcel BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate.

They offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding.

The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows direct progression to employment.

A key progression path for Edexcel BTEC HNC and HND learners is to the second or third year of a degree or honours degree programme, depending on the match of the Edexcel BTEC Higher National units to the degree programme in question.

Edexcel BTEC Higher Nationals in Health and Social Care have been developed 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 care sector
- enable focused study in defined areas of the health and social care sector with specialist designed units.

Professional body recognition

The Edexcel BTEC Higher Nationals in Health and Social Care have been developed with career progression and recognition by professional bodies in mind. It is essential that learners gain the maximum benefit from their programme of study.

The professional bodies for the professions allied to health recognise only specifically tailored qualifications.

Further details of professional body recognition and exemptions for Edexcel BTEC Higher Nationals are given in the *BTEC Higher Nationals – Professional Recognition and Progression Directory 2008* available from our website: www.edexcel.com/quals/hn/Pages/Keydocuments.aspx.

National Occupational Standards

Edexcel BTEC Higher Nationals in Health and Social Care are designed to relate to the National Occupational Standards in the health and social care sector at level 4, which in turn form the basis of competence-based qualifications for this sector. Edexcel BTEC Higher Nationals do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide underpinning knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

Links to National Occupational Standards in Health and Social Care are indicated in each unit and are mapped in *Annexe B*.

Links to National Occupational Standards in Leadership and Management for Care Services are indicated in each unit and are mapped in *Annexe C*.

Qualification Requirement

Edexcel has published Qualification Requirements as part of the revision of Edexcel BTEC Higher Nationals. Qualification Requirements set out the aims and rationale of the qualifications and provide the framework of curriculum content. They also identify the higher-level skills associated with the qualifications and any recognition by relevant professional bodies. The Qualification Requirement for the Edexcel BTEC Higher Nationals in Health and Social Care is given in *Annexe A*.

Edexcel standard specification titles are developed from the Qualification Requirements. Licensed centres comply with Qualification Requirements when developing Higher Nationals under these standard titles.

Qualification Requirements provide consistent standards within the same vocational area and identify the skills and knowledge that can be expected of any holder of an identical Edexcel BTEC Higher National. This will allow higher education institutions, employers and professional bodies to confidently provide progression opportunities to successful learners.

Higher-level skills

Learners studying for Edexcel BTEC Higher Nationals in Health and Social Care will be expected to develop the following skills during the programme of study:

- the ability to analyse, synthesise and summarise information critically
- the ability to read and use appropriate literature with a full and critical understanding
- the ability to think independently and solve problems
- the ability to apply subject knowledge and understanding to address familiar and unfamiliar problems
- 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
- an appreciation of the interdisciplinary nature of health and social care service provision
- 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.

Edexcel BTEC Level 4 HNC

The Edexcel BTEC Level 4 HNC Diploma in Health and Social Care 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 and also offers particular specialist emphasis through the choice of specialist units.

Edexcel BTEC Level 4 HNCs provide a nationally recognised qualification offering career progression and professional development for those already in employment and opportunities to progress into higher education. The qualifications are mode free but they are primarily undertaken by part-time learners studying over two years. In some sectors there are opportunities for those wishing to complete an intensive programme of study in a shorter period of time.

This specification gives centres a framework to develop engaging programmes for higher education learners who are clear about the area of employment that they wish to enter.

Learners studying the Edexcel BTEC Level 4 HNC Diploma in Health and Social Care should be able to progress to the Edexcel BTEC Level 5 HND Diploma in Health and Social Care or to the first year of undergraduate study in health and social care or directly into employment in an associated profession.

Edexcel BTEC Level 5 HND

The Edexcel BTEC Level 5 HND Diploma provides greater breadth and specialisation than the Edexcel BTEC Level 4 HNC. Edexcel BTEC HNDs are mode free but are followed predominately by full-time learners. They allow progression into or within employment in the health and social care sector, either directly on achievement of the award or following further study to degree level.

The Edexcel BTEC Level 5 HND Diploma in Health and Social Care 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.

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.

Some adult learners may wish to make the commitment required by this qualification in order to enter a specialist area of employment in health and social care or progress into higher education. Other learners may want to extend the specialism that they followed on the Edexcel BTEC Level 4 HNC programme.

Learners studying the Edexcel BTEC Level 5 HND Diploma in Health and Social Care should be able to progress to the second or third year of an undergraduate degree or directly into employment in an associated profession.

Teaching, learning and assessment

Learners must achieve a minimum of 120 credits (of which at least 65 must be at level 4) on their programme of learning to be awarded an Edexcel BTEC Level 4 HNC and a minimum of 240 credits (of which at least 125 must be at level 5) to be awarded an Edexcel BTEC Level 5 HND.

The assessment of Edexcel BTEC Higher National qualifications is criterion-referenced and centres are required to assess learners' evidence against published learning outcomes and assessment criteria.

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. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

The units in Edexcel BTEC Higher National qualifications all have a standard format which is designed to provide guidance on the requirements of the qualification for learners, assessors and those responsible for monitoring national standards.

Unit format

Each unit is set out in the following way.

Unit title, unit code, QCF level and credit value

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance.

Each unit is assigned a level, indicating the relative intellectual demand, complexity and depth of study, and learner autonomy. All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Each unit in Edexcel BTEC Higher National qualifications has a credit value which specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit. Learners will be awarded credits for the successful completion of whole units.

Aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit abstract

The unit abstract gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit abstract also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes identify what each learner must do in order to pass the unit. Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit. Learners must achieve all the learning outcomes in order to pass the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of relevant National Occupational Standards (NOS) where appropriate.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

The information below shows how unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is given in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in roman text and amplify the sub-heading. The elements must also be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of elements of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples used for indicative amplification of an element (that is, the content specified in this amplification that could be covered or that could be replaced by other, similar material).

It is not a requirement of the unit specification that all of the content is assessed.

Learning outcomes and assessment criteria

Each unit contains statements of the evidence that each learner should produce in order to receive a pass.

Guidance

This section provides additional guidance and amplification related to the unit to support tutors/deliverers and assessors. Its subsections are given below.

- *Links* – sets out possible links between units within the specification. Provides opportunities for the integration of learning, delivery and assessment. Links to relevant National Occupational Standards and Professional Bodies Standards will be highlighted here.
- *Essential requirements* – essential, unique physical and/or staffing resources or delivery/assessment requirements needed for the delivery of this unit are specified here.
- *Employer engagement and vocational contexts* – this is an optional section. Where relevant it offers suggestions for employer contact to enhance the delivery of the unit.

These subsections should be read in conjunction with the learning outcomes, unit content, assessment criteria and the generic grade descriptors.

The centre will be asked to ensure that essential resources are in place when it seeks approval from Edexcel to offer the qualification.

Learning and assessment

The purpose of 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.

The process of assessment can aid effective learning by seeking and interpreting evidence to decide the stage that learners have reached in their learning, what further learning needs to take place and how best to do this. Therefore, the process of assessment should be part of the effective planning of teaching and learning by providing opportunities for both the learner and assessor to obtain information about progress towards learning goals.

The assessor and learner must be actively engaged in promoting a common understanding of the assessment criteria and the grade descriptors (what it is they are trying to achieve and how well they achieve it) for further learning to take place. Therefore, learners need constructive feedback and guidance about how they may improve by capitalising on their strengths and clear and constructive comments about their weaknesses and how these might be addressed.

Assessment instruments are constructed within centres. They should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors.

It is advised that assessment criteria and contextualised grade descriptors are clearly indicated on each assessment instrument to provide a focus for learners (for transparency and to ensure that feedback is specific to the criteria) and to assist with internal standardisation processes.

Tasks/activities should enable learners to produce evidence that relates directly to the assessment criteria and grade descriptors.

When centres are designing assessment instruments, they need to ensure that the instruments are valid, reliable and fit for purpose, building on the application of the assessment criteria.

Centres are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned. The creation of assessment instruments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

Grading Higher National units

The grading of Edexcel BTEC Higher National qualifications is at the unit and the qualification level.

Each successfully completed unit will be graded as a pass, merit or distinction.

A pass is awarded for the achievement of all outcomes against the specified assessment criteria.

Merit and distinction grades are awarded for higher-level achievement. The generic merit and distinction grade descriptors listed in *Annexe D* are for grading the total evidence produced for each unit and describe the learner's performance over and above that for a pass grade. They can be achieved in a flexible way, for example in a sequential or holistic mode, to reflect the nature of the sector concerned.

Each of the generic merit and distinction grade descriptors can be amplified by use of **indicative characteristics**. These give a guide to the expected learner performance, and support the generic grade descriptors. The indicative characteristics should reflect the nature of a unit and the context of the sector programme.

The indicative characteristics shown in the table for each of the generic grade descriptors in *Annexe D* are **not exhaustive**. Consequently, centres should select appropriate characteristics from the list **or construct others** that are appropriate for their sector programme and level.

It is important to note that each assessment activity does not need to incorporate all the merit and/or distinction grade descriptors.

Contextualising the generic grade descriptors

The generic merit and distinction grade descriptors need to be viewed as a qualitative extension of the assessment criteria for pass within each individual unit. The relevant generic grade descriptors must be identified and specified within an assignment and the relevant indicative characteristics should be used to place the required evidence in context.

Summary of grades

In order to achieve a pass in a unit	<ul style="list-style-type: none"> all learning outcomes and associated assessment criteria have been met
In order to achieve a merit in a unit	<ul style="list-style-type: none"> pass requirements achieved all merit grade descriptors achieved
In order to achieve a distinction in a unit	<ul style="list-style-type: none"> pass and merit requirements achieved all distinction grade descriptors achieved

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see section *Rules of combination for the Edexcel BTEC Levels 4 and 5 Higher National qualifications*).

Qualification grades above pass grade

Learners will be awarded a merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units. **The graded section of both the HNC and the HND is based on the learner's best performance in units at the level or above of the qualification to the value of 75 credits.**

The number of points available is dependent on the unit grade achieved and the credit size of the unit (as shown in the 'Points available per credit at specified unit grades' table below).

Points available per credit at specified unit grades

Points per credit		
Pass	Merit	Distinction
0	1	2

Qualification grades

Edexcel BTEC Level 4 HNC

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

Edexcel BTEC Level 5 HND

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

Annexe F gives examples of how qualification grades are calculated.

The grade achieved in units from an appropriate HNC may contribute to an HND grade.

If a learner moves from HNC to HND then credits from both the HNC and HND can contribute to the best 75 credits of the overall HND grade.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

For full guidance about Edexcel's policy on RPL please see our *Recognition of Prior Learning Policy* on our website. Please go to <http://www.edexcel.com/Policies/Documents/Recognition of Prior Learning.pdf>

Quality assurance of Edexcel BTEC Higher Nationals

Pearson's quality assurance system for all BTEC higher level programmes on the QCF at Levels 4-7 will ensure that centres have effective quality assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The quality assurance process for centres offering Pearson BTEC higher level programmes on the QCF at Levels 4-7 comprises three key components.

Approval process

Centres will be required to seek approval to offer BTEC Higher National qualifications in Health and Social Care through the existing Edexcel qualification and centre approval process. Prior to approval being given, centres will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment
- understand the implications for independent assessment and agree to abide by these
- have a robust internal assessment system supported by 'fit for purpose' assessment documentation
- have a system to internally verify assessment decisions, to ensure standardised assessment decisions are made across all assessors and sites.

Applications have to be supported by the head of the centre (principal, chief executive etc) and include a declaration that the centre will operate the programmes strictly as approved and in line with Pearson requirements.

Monitoring of internal centre systems

Centres will be required to demonstrate ongoing fulfilment of the centre approval criteria over time and across all programmes. The process that assures this is external examination, which is undertaken by Pearson's appointed External Examiners. Centres will be given the opportunity to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting learner registrations, appeals, effective internal examination and standardisation processes. Where appropriate, centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's satisfaction.

Pearson will affirm, or not, the ongoing effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied in order to assist the centre in correcting the problem.

Independent assessment review

The internal assessment outcomes reached for all Edexcel BTEC higher level programmes on the Qualifications and Credit Framework at Levels 4-7 are subject to an independent assessment review by an Edexcel-appointed External Examiner.

The outcomes of this process will be to:

confirm that internal assessment is to national standards and allow certification

or

make recommendations to improve the quality of assessment outcomes before certification is released

or

make recommendations about the centre's ability to continue to be approved for the qualifications in question.

Additional arrangement for ALL centres

Regardless of the type of centre, Pearson reserves the right to withdraw either qualification or centre approval when it deems there is an irreversible breakdown in the centre's ability either to quality assure its programme delivery or its assessment standards.

Programme design and delivery

Edexcel BTEC Higher National qualifications consist of mandatory core units and specialist units. The specialist units are designed to provide a specific focus to the qualification. Required combinations of specialist units are clearly set out in relation to each qualification in the defined qualification structures provided in this document.

In Edexcel BTEC Higher National qualifications each unit's credit value usually consists of multiples of 5 credits. Most units are 15 credits in value. These units have been designed from a learning time perspective. **Each 15-credit unit approximates to a learning time of 150 hours.**

These new Edexcel BTEC Level 5 HND qualifications are the same size as the Edexcel Level 5 BTEC Higher National Diplomas which were accredited onto the National Qualifications Framework (NQF). Therefore, it is expected that these Edexcel BTEC Level 5 HNDs, accredited onto the Qualifications and Credit Framework (QCF), will also require approximately 960 guided learning hours (GLH).

Consequently, using the above approach, the new Edexcel BTEC Level 4 HNCs, which are accredited onto the QCF, and are now half the size of the Edexcel BTEC Level 5 Higher National Diplomas, will require approximately 480 GLH.

Within the information relating to these units on the QCF, each 15-credit unit has been allocated a figure of 60 GLH to help guide centres (other units with smaller or larger credit values have figures calculated on a pro rata basis). Centres delivering these qualifications are required to use their professional expertise in the design and delivery of these qualifications within the overall guided learning hours for the qualification.

Guided learning hours are defined as all the time when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments where the learner is not present.

Learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria. It should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Centres are advised to consider this definition when planning the programme of study associated with this specification.

Annexe E provides information for centres and learners who wish to compare, for teaching and learning purposes, the units of the NQF Edexcel Level 5 BTEC Higher Nationals in Health and Social Care with the new units of the QCF Edexcel BTEC Higher Nationals in Health and Social Care.

Mode of delivery

Edexcel does not define the mode of study for Edexcel BTEC Higher National qualifications. Centres are free to offer the qualification(s) using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Full guidance on our policies on 'distance assessment' and 'electronic assessment' are given on our website.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. Assessment instruments based on learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the Edexcel BTEC Higher National qualification by:

- liaising with employers to ensure that the course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experiences of work and life that learners bring to the programme.

Resources

Edexcel BTEC Higher National qualifications are designed to prepare learners for employment in specific industry sectors.

Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and, therefore, should normally be of industry standard.

Staff delivering programmes and conducting the assessments should be familiar with current practice, legislation and standards used in the sector concerned.

Centres will need to meet any specialist resource requirements when they seek approval from Edexcel.

Please refer to the *Essential requirements* section in individual units for specialist resource requirements.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of the Edexcel BTEC Higher National qualification. Specifications contain a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activities within the sector. Maximum use should be made of the learner's experience.

Meeting local needs

Centres should note that the qualifications set out in these specifications have been developed in consultation with centres, employers and representatives from industry, together with support from an appropriate Sector Skills Council (SSC), Sector Skills Body (SSB) or National Training Organisation (NTO) for the health and social care sector.

The units are designed to meet the skill needs of the sector and the specialist units allow coverage of the full range of employment within the sector. Centres should make maximum use of the choice available to them within the specialist units to meet the needs of their learners, as well as the local skills and training needs identified by organisations such as Regional Development Agencies and local funding agencies.

Centres may not always be able to meet local needs using the units in this specification. In this situation, centres can seek approval from Edexcel to use units from other Edexcel BTEC Higher National qualifications on the QCF. Centres will need to justify the need for importing units from other specifications and Edexcel will ensure that the vocational focus of the qualification remains the same.

Locally-devised specialist units

There may be exceptional circumstances where even the flexibility of importing units from other specifications does not meet a particular local need. In this case, centres can seek permission from Edexcel to develop a unit(s) with us to meet this need. Permission will be granted only in a limited number of cases.

Edexcel will ensure that the integrity of the qualification is not compromised and that there is a minimum of overlap and duplication of content of existing units. Centres will need strong evidence of the local need and the reasons why the existing standard units are inappropriate. Edexcel will validate these units.

Limitations on variations from standard specifications

The flexibility to import standard units from other QCF Edexcel BTEC Higher National specifications and/or to develop unique locally-devised specialist units is **limited to a maximum of 30 credits in an Edexcel BTEC HNC qualification and a maximum of 60 credits only in any Edexcel BTEC HND qualification**. These units cannot be used at the expense of the mandatory core units in any qualification nor can the qualification rules of combination level rules be compromised.

Access and recruitment

Edexcel's policy regarding access to our qualifications is that:

- qualifications should be available to everyone who is capable of reaching the required standards
- qualifications should be free from any barriers that restrict access and progression
- there must be equal opportunities for everyone wishing to access the qualification.

Centres are required to recruit learners to Edexcel BTEC Higher National qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should also show regard for Edexcel's policy (see our website) on learners with particular requirements.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to level 4 or level 5 qualifications. For learners who have recently been in education, the entry profile is likely to include one of the following:

- a BTEC Level 3 qualification in Health and Social Care
- a GCE Advanced level profile which demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C
- other related level 3 qualifications
- an Access to Higher Education Certificate awarded by an approved further education institution
- related work experience.

Mature learners may present a more varied profile of achievement that is likely to include extensive work experience (paid and/or unpaid) and/or achievement of a range of professional qualifications in their work sector.

Restrictions on learner entry

The Edexcel BTEC Higher National qualifications are accredited on the QCF for learners aged 18 years and over.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given on our website (www.edexcel.com).

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467 467
Fax: 01623 450 481
Email: publication.orders@edexcel.com

Related publications include:

- the current Edexcel publications catalogue and update catalogue
- Edexcel publications concerning the quality assurance system and the internal and external verification of vocationally-related programmes may be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

The National Occupational Standards for Health and Social Care can be obtained from:

Skills for Health

Telephone: 0117 922 1155
Fax: 0117 925 1800
Email: office@skillsforhealth.org.uk
Website: www.skillsforhealth.org.uk

Skills for Care and Development

Telephone: 0113 390 7666
Fax: 0113 246 8066
Email: sscinfo@skillsforcareanddevelopment.org.uk
Website: www.skillsforcareanddevelopment.org.uk

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building key skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the former LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website at www.edexcel.com.

Annexe A

Qualification Requirement

BTEC Higher Nationals in Health and Social Care

This Qualification Requirement will be read in conjunction with overarching guidance from Edexcel.

Rationale

The Edexcel Level 4 BTEC Higher National qualifications in Health and Social Care are designed to equip individuals with knowledge, understanding and skills required for success in employment in the health sector and social care sector at supervisory or management level, or for progression to an undergraduate degree or a professional qualification.

Higher Nationals in Health and Social Care are 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.

Many learners have improved their knowledge base and progressed to successful study at degree level or to improved employment status. The qualifications are ideally suited to prepare managers of the future for work in the health and social care sectors.

The qualifications are designed to relate to current National Occupational Standards in Health and Social Care at Level 4 and Leadership and Management for Care Services at Level 4. The qualification has been designed to support the emerging themes of the revised National Occupational Standards in health and social care and to provide opportunities for continuing development through a common core and a range of specialist pathways.

Aims of the qualification

These are:

- to equip individuals with the knowledge, understanding and skills required for success in employment in the health and social care sector at supervisory or management levels
- to enable progression to an undergraduate degree or related professional qualification
- to provide specialist study relevant to individual vocations and environments in which learners are currently working, or to which learners are aiming to work within the health and/or social care sector
- 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
- 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 transferable skills and knowledge which will enable individuals to meet changing circumstances, whether within their own area of employment, or through promotion to a supervisory or management position, or to adapt to changes in the health/social care environment
- to motivate individuals to progress to further professional development through future study or as part of their chosen career.

Mandatory curriculum

Area of study	Amplification
Principles of 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.
Continuing development	Concept of professionalism; legislation and regulation; self management; personal effectiveness; partnership working; health and safety; reflective practice; management and organisation, supporting other workers.
Communication	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.
Multi-disciplinary working	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.
Health and safety	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.
Independent study	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.

Optional curriculum

Area of study	Amplification
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.
Legislation and 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.
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.
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.
Health and wellbeing	Physiological basis of health, transmissible disease, lifestyle choices and disease, epidemiology of prevalent diseases, public health measures, complementary therapies and conventional health and social care approaches, health and wellbeing of users of specific services.
Contemporary developments	Issues of relevance to current thinking in health and social care; the development of causes of public concern, their representation in the media; role of lobby groups; political debate; different social behaviours; manipulation of health and social care information; impact on individuals and provision, investigation of a specific issue.
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.

Area of study	Amplification
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.

Links to professional body

The professional body for the professions allied to health currently only recognises graduate qualifications. However, the roles of Assistant Practitioner within the health service and the Advanced Practitioner within social care are evolving, for whom these Higher Nationals in Health and Social Care are most appropriate.

Links to National Occupational Standards

There is the opportunity for these qualifications to provide some of the underpinning knowledge, understanding and skills for the Level 4 National Occupational Standards in Health and Social Care and Leadership and Management for Care Services.

Entry prerequisites

The qualifications have been designed on the assumption that they are available, without artificial barriers which restrict access and progression, to everyone who can achieve the required standard. However, learners who enter with at least one of the following are likely to benefit more readily from the programme:

- a BTEC National Certificate or Diploma in Health and Social Care
- an AVCE/Advanced GS/NVQ in an appropriate vocational area
- a GCE Advanced level profile which demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C
- other related Level 3 qualifications
- an Access to Higher Education Certificate awarded by an approved further education institution
- related work experience.

Higher level skills and abilities

Learners studying for BTEC Higher Nationals in Health and Social Care 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
- 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
- an appreciation of the interdisciplinary nature of health and social care service provision
- 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.

Annexe B

National Occupational Standards in Health and Social Care

The grid below maps the knowledge covered in the Level 4 National Occupational Standards (NOS) in Health and Social Care against the underpinning knowledge of the QCF Edexcel BTEC Higher Nationals in Health and Social Care.

KEY

indicates partial coverage of the NOS

a blank space indicates no coverage of the underpinning knowledge

HNC/D titles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29
NVQ unit titles																													
HSC41: Use and develop methods and systems to communicate, record and report	#	#	#	#	#	#			#	#			#								#	#	#	#	#			#	
HSC42: Contribute to the development and maintenance of healthy and safe practices in the working environment		#	#	#	#				#	#	#				#	#					#	#	#	#	#			#	
HSC43: Take responsibility for the continuing professional development of self and others		#		#	#	#				#			#									#	#	#	#			#	

HNC/D titles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29
NVQ unit titles																													
HSC44: Develop practice which promotes the involvement, wellbeing and protection of children and young people	#			#					#	#	#					#													
HSC45: Develop practices which promote choice, wellbeing and protection of all individuals	#	#	#	#	#				#	#	#					#													
HSC46: Independently represent and advocate with, and on behalf of, children and young people	#			#																									
HSC47: Help parents and carers to acquire and use skills to protect and take care of children and young people	#			#																									
HSC48: Demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice	#	#		#	#																								
HSC49: Develop and maintain an environment which safeguards and protects children and young people	#			#	#					#																			
HSC410: Advocate with, and on behalf of, individuals, families, carers, groups and communities	#	#		#						#																			

HNC/D titles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29
NVQ unit titles																													
HSC412: Ensure individuals and groups are supported appropriately when experiencing significant life events and transitions	#	#		#	#				#	#										#	#								
HSC413: Manage requests for health, social or other care services	#	#		#	#				#	#										#	#								
HSC414: Assess individual needs and preferences	#	#		#	#				#	#										#	#								
HSC415: Produce, evaluate and amend service delivery plans to meet individual needs and preferences	#	#		#	#				#	#										#	#								
HSC416: Develop, implement and review care or support plans with individuals	#	#		#	#				#	#										#	#								
HSC417: Assess individuals mental health and related needs	#	#		#	#				#	#										#	#								
HSC419: Provide advice and information to those who enquire about mental health needs and related services	#	#		#	#				#	#										#	#								
HSC420: Promote leisure opportunities and activities for individuals	#	#		#	#				#	#										#	#								

HNC/D titles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29
NVQ unit titles																													
HSC421: Promote employment, training and education opportunities for individuals	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC422: Promote housing opportunities for individuals	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC423: Assists individuals at formal hearings	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC424: Supervise methadone consumption	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC425: Support people who are providing homes for individuals and/or children and young people	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC426: Empower families, carers and others to support individuals	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC427: Assess the needs of carers and families	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC428: Develop, implement and review programmes of support for carers and families	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC429: Work with groups to promote individual growth, development and independence	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#

HNC/D titles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29
NVQ unit titles																													
HSC430: Support the protection of individuals, key people and others	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC431: Support individuals where abuse has been disclosed	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC432: Enable families to address issues within individuals' behaviours	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC433: Develop joint working arrangements and practices and review their effectiveness	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC434: Maintain and manage records and reports	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC436: Promote and manage a quality provision	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC437: Promote your organisation and its services to stakeholders	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC438: Develop and disseminate information and advice about health and wellbeing	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC439: Contribute to the development of organisational policy and practice	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#

HNC/D titles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29
NVQ unit titles																													
HSC440: Ensure compliance with legal, regulatory, ethical and social requirements	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC441: Invite tender and award contracts	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC442: Monitor and evaluate the quality, outcomes and cost-effectiveness of health, social or other care services	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC443: Procure services for individuals	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC444: Contribute to the selection, recruitment and retention of staff to develop a quality service	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC445: Recruit and place volunteers	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC446: Manage a dispersed workforce to meet the needs and preferences of individuals at home	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC447: Represent the agency in courts and formal hearings	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC448: Provide and obtain information at courts and formal hearings	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#

HNC/D titles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29
NVQ unit titles	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC449: Represent one's own agency at other agencies' meetings	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC450: Develop risk assessment plans to support individual's independence and daily living within their home	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC451: Lead teams to support a quality provision	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC452: Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#

Annexe C

National Occupational Standards in Leadership and Management for Care Services

The grid below maps the knowledge covered in the National Occupational Standards in Leadership and Management for Care Services against the underpinning knowledge of the QCF Edexcel BTEC Higher Nationals in Health and Social Care.

KEY

indicates partial coverage of the NOS

a blank space indicates no coverage of the underpinning knowledge

HNC/D titles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 26	Unit 28	Unit 29
NOS unit titles																													
LMCA1: Manage and develop yourself and your workforce within care services	#		#	#	#				#				#			#					#		#	#	#	#	#	#	
LMCA2: Facilitate and manage change within care services through reflective, motivating and flexible leadership	#	#		#	#			#								#							#						
LMCA3: Actively engage in the safe selection and recruitment of workers and their retention in care services	#												#																

HNC/D titles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29
NOS unit titles																													
LMCA4: Manage a dispersed workforce to meet the needs and preferences of individuals at home	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
LMCA5: Allocate and monitor the progress and quality of work in your area of responsibility	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
LMCB1: Lead and manage the provision of care services that respects, protects and promotes the rights and responsibilities of people	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
LMCB2: Lead and manage the provision of care services that promotes the wellbeing of people	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
LMCB3: Manage the provision of care services that deals effectively with transitions and significant life events	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
LMCB4: Manage provision of care services that supports parents, families, carers and significant others to achieve positive outcomes	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
LMCB5: Manage and evaluate systems, procedures and practices for assessments, plans and reviews within care services	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#

HNC/D titles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29
NOS unit titles																													
LMCB6: Lead and manage provision of care services that promotes the development of children and young people	#								#	#					#	#					#				#	#			
LMCB7: Lead and manage group living provision within care services	#								#	#					#	#					#				#	#			
LMCB8: Lead and manage provision of care services that promotes positive behaviour	#	#						#	#	#					#	#					#				#	#			
LMCC1: Develop and maintain systems, procedures and practice of care services to manage risks and comply with health and safety requirements			#							#															#				
LMCC2: Develop risk management plans to support individual's independence and daily living within their home			#							#															#	#			
LMCD1: Lead and manage work for care services with networks, communities, other professionals and organisations	#	#			#				#								#								#	#			
LMCD2: Manage workers within care services who are based in external multi-disciplinary teams	#	#			#				#								#								#	#			

HNC/D titles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29
NOS unit titles	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
LMCD3: Lead and manage inter-professional teams within care services	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
LMCE1: Lead and manage effective communication that promotes positive outcomes for people within care services	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
LMCE2: Identify, implement and evaluate systems, procedures and practice within care services that measure performance	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#

Annexe D

Grade descriptors

Pass grade

A **pass grade** is achieved by meeting all the requirements defined in the assessment criteria for pass for each unit.

Merit grade

Merit descriptors	Exemplar indicative characteristics
In order to achieve a merit the learner must:	Centres can identify and use other relevant characteristics. This is NOT a tick list. The learner's evidence shows for example:
<ul style="list-style-type: none"> • identify and apply strategies to find appropriate solutions 	<ul style="list-style-type: none"> • effective judgements have been made • complex problems with more than one variable have been explored • an effective approach to study and research has been applied
<ul style="list-style-type: none"> • select/design and apply appropriate methods/techniques 	<ul style="list-style-type: none"> • relevant theories and techniques have been applied • a range of methods and techniques have been applied • a range of sources of information has been used • the selection of methods and techniques/sources has been justified • the design of methods/techniques has been justified • complex information/data has been synthesised and processed • appropriate learning methods/techniques have been applied
<ul style="list-style-type: none"> • present and communicate appropriate findings 	<ul style="list-style-type: none"> • the appropriate structure and approach has been used • coherent, logical development of principles/concepts for the intended audience • a range of methods of presentation have been used and technical language has been accurately used • communication has taken place in familiar and unfamiliar contexts • the communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.

Distinction grade

Distinction descriptors	Exemplar indicative characteristics
In order to achieve a distinction the learner must:	Centres can identify and use other relevant characteristics. This is NOT a tick list. The learner's evidence shows for example:
<ul style="list-style-type: none"> • use critical reflection to evaluate own work and justify valid conclusions 	<ul style="list-style-type: none"> • conclusions have been arrived at through synthesis of ideas and have been justified • the validity of results has been evaluated using defined criteria • self-criticism of approach has taken place • realistic improvements have been proposed against defined characteristics for success
<ul style="list-style-type: none"> • take responsibility for managing and organising activities 	<ul style="list-style-type: none"> • autonomy/independence has been demonstrated • substantial activities, projects or investigations have been planned, managed and organised • activities have been managed • the unforeseen has been accommodated • the importance of interdependence has been recognised and achieved
<ul style="list-style-type: none"> • demonstrate convergent/lateral/creative thinking 	<ul style="list-style-type: none"> • ideas have been generated and decisions taken • self-evaluation has taken place • convergent and lateral thinking have been applied • problems have been solved • innovation and creative thought have been applied • receptiveness to new ideas is evident • effective thinking has taken place in unfamiliar contexts.

Annexe E

Unit mapping overview

New QCF versions of the Edexcel BTEC Higher National units in Health and Social Care (specification start date 01/09/2010) mapped against the NQF BTEC Higher National units in Health and Social Care (specification end date 31/12/2010).

Unit number	QCF unit title	Maps to NQF unit number	Level of similarity between units
1	Communicating in Health and Social Care Organisations	1	F
2	Principles of Health and Social Care Practice	2	F
3	Health and Safety in the Health and Social Care Workplace	3	F
4	Personal and Professional Development in Health and Social Care	4	F
5	Working in Partnership in Health and Social Care	5	F
6	Research Project	6	N
7	Social Policy	7	F
8	The Sociological Context of Health and Social Care	8	F
9	Empowering Users of Health and Social Care Services	9	F
10	Safeguarding in Health and Social Care	10	F
11	The Role of Public Health in Health and Social Care	11	F
12	Physiological Principles for Health and Social Care	12	P
13	Managing Human Resources in Health and Social Care	13	F
14	Managing Financial Resources in Health and Social Care	14	F
15	Psychology for Health and Social Care	15	F
16	Understanding Specific Needs in Health and Social Care	16	F
17	Community Development Work	17	F

Unit number	QCF unit title	Maps to NQF unit number	Level of similarity between units
18	Complementary Therapies	18	F
19	Contemporary Issues in Health and Social Care	19	F
20	Supporting Independent Living	20	F
21	Supporting Significant Life Events	21	F
22	Developing Counselling Skills for Health and Social Care	22	F
23	Employability Skills	–	N
24	Understanding the Learning Process	24	F
25	Influences on Health and Social Care Organisations	26	P
26	Facilitating Change in Health and Social Care	27	X
27	Managing Quality in Health and Social Care	28	X
28	Work-based Experience	–	N
29	Health Promotion	–	N

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

N – New unit

Unit mapping in depth

New QCF versions of the Edexcel BTEC Higher National units in Health and Social Care (specification start date 01/09/2010) mapped against the NQF BTEC Higher National units in Health and Social Care (specification end date 31/12/2010).

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
1	Communicating in Health and Social Care Organisations	1	Communicating in Health and Social Care Organisations	New unit fully mapped to old unit
2	Principles of Health and Social Care Practice	2	Principles of Practice	New unit fully mapped to old unit
3	Health and Safety in the Health and Social Care Workplace	3	Ensuring Health and Safety	New unit fully mapped to old unit
4	Personal and Professional Development in Health and Social Care	4	Continuing Development A	New unit fully mapped to old unit
5	Working in Partnership in Health and Social Care	5	Working in Partnership	New unit fully mapped to old unit
6	Research Project	6	Health and Social Care Research Project	New unit (very similar to NQF Unit 6)
7	Social Policy	7	Social Policy	New unit fully mapped to old unit
8	The Sociological Context of Health and Social Care	8	The Social Context of Health and Social Care	New unit fully mapped to old unit
9	Empowering Users of Health and Social Care Services	9	Ensuring Best Outcomes for Individuals	New unit fully mapped to old unit

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
10	Safeguarding in Health and Social Care	10	Understanding Abuse	New unit fully mapped to old unit
11	The Role of Public Health in Health and Social Care	11	Public Health	New unit fully mapped to old unit
12	Physiological Principles for Health and Social Care	12	Physiology for Health	<i>This unit now covers structure and function of the human body, how the body systems coordinate, collecting data in health and social care and the care received by individuals who are experiencing problems related to routine variations in body structure and functioning</i>
13	Managing Human Resources in Health and Social Care	13	Managing Human Resources in Health and Social Care	New unit fully mapped to old unit
14	Managing Financial Resources in Health and Social Care	14	Managing Financial Resources in Health and Social Care	New unit fully mapped to old unit
15	Psychology for Health and Social Care	15	Psychology for Health and Social Care	New unit fully mapped to old unit
16	Understanding Specific Needs in Health and Social Care	16	Understanding Specific Needs	New unit fully mapped to old unit
17	Community Development Work	17	Community Development Work	New unit fully mapped to old unit
18	Complementary Therapies	18	Complementary Therapies	New unit fully mapped to old unit
19	Contemporary Issues in Health and Social Care	19	Contemporary Issues in Health and Social Care	New unit fully mapped to old unit
20	Supporting Independent Living	20	Assistive Technologies	New unit fully mapped to old unit

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
21	Supporting Significant Life Events	21	Supporting Significant Life Events	New unit fully mapped to old unit
22	Developing Counselling Skills for Health and Social Care	22	Developing Counselling Skills	New unit fully mapped to old unit
23	Employability Skills	–		New unit
24	Understanding the Learning Process	24	Understanding Learning	New unit fully mapped to old unit
25	Influences on Health and Social Care Organisations	26	Leadership and Organisations	<i>Content on partnerships originally in LO4 can be found in Unit 5: Working in Partnership in Health and Social Care</i>
26	Facilitating Change in Health and Social Care	27	Facilitating Change in Health and Social Care	<i>This unit now has a greater emphasis on change management (LO3) whilst still covering the same aspects as the NQF version</i>
27	Managing Quality in Health and Social Care	28	Managing Quality in Health and Social Care	<i>NQF LO3 has been split into two learning outcomes so that there is a separate emphasis on evaluating health and social care service quality as well as evaluating systems, policies and procedures</i>
28	Work-based Experience	–		New unit
29	Health Promotion	–		New unit
NQF Units 25, 29 and 30 have been deleted from the new QCF programme.				

Annexe F

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see section *Rules of combination for the Edexcel BTEC Levels 4 and 5 Higher National qualifications*).

Qualification grades above pass grade

Learners will be awarded a merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units. **The graded section of both qualifications is based on the learner's best performance in units at the level or above of the qualification to the value of 75 credits.**

The number of points available is dependent on the unit grade achieved and the credit size of the unit (as shown in the 'Points available per credit at specified unit grades' table below).

Points available per credit at specified unit grades

Points per credit		
Pass	Merit	Distinction
0	1	2

Qualification grades

Edexcel BTEC Level 4 HNC

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

Edexcel BTEC Level 5 HND

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

Examples of possible learner profiles of the best 75 credits at the level of the qualification or above. These tables fit both HNC and HND qualifications.

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	30	0	0
Merit	30	1	30
Distinction	15	2	30
		Total	60
		Qualification grade	Pass

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	15	0	0
Merit	45	1	45
Distinction	15	2	30
		Total	75
		Qualification grade	Merit

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	30	0	0
Merit	15	1	15
Distinction	30	2	60
		Total	75
		Qualification grade	Merit

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	0	0	0
Merit	15	1	15
Distinction	60	2	120
		Total	135
		Qualification grade	Merit

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	0	0	0
Merit	0	1	0
Distinction	75	2	150
		Total	150
		Qualification grade	Distinction

HEALTH AND SOCIAL CARE Specification

LEVEL

4

HNC

5

HND

Our most advanced specification to date

This new BTEC Higher Nationals specification has been completely revised and updated to bring it into line with the requirements of the Qualifications and Credit Framework (QCF), which comes into force from September 2010. All the units and qualifications covered in the specification have been reviewed by industry representatives and approved by the relevant Sector Skills Council. This means they are recognised as fit for purpose as high level vocational and work-related qualifications.

Each unit in the new specification is allocated a level and a credit value. Each unit in the specification has clearly stated learning outcomes and assessment criteria, so it is clear from the outset what learners must be able to do to achieve the unit.

BTEC Qualifications covered by this specification:

- Edexcel BTEC Level 4 HNC Diploma in Health and Social Care
- Edexcel BTEC Level 5 HND Diploma in Health and Social Care
- Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Applied Social Studies)
- Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Applied Social Studies)
- Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Care Practice)
- Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Care Practice)
- Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Health)
- Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Health)
- Edexcel BTEC Level 4 HNC Diploma in Health and Social Care (Management)
- Edexcel BTEC Level 5 HND Diploma in Health and Social Care (Management)

A copy of this specification can be found online at:
www.btec.co.uk

Acknowledgements

This specification has been produced by Edexcel following consultation with tutors, verifiers, Sector Skills Councils, consultants and other interested parties. Edexcel would like to thank those who contributed their time and expertise to its development.

References

References in this guide to third-party materials are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein.

Authorised by Martin Stretton, Pearson Education Limited.

All the material in this publication is copyright © Pearson Education Limited 2013

Edexcel

190 High Holborn,
London WC1V 7BH

Tel: 0844 576 0026

Email: btec@edexcel.com

www.edexcel.com

www.btec.co.uk

Product code: BH034919