

HEALTH AND SOCIAL CARE

Specification

LEVEL

4

HNC

5

HND



Issue 6
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Edexcel, BTEC and LCCI qualifications

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This specification is Issue 6. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website: qualifications.pearson.com

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

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

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

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

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

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

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

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

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

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

The Qualifications and Credit Framework (QCF) was 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 framework we took the opportunity to revise the academic level and size of the 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 BTEC HNDs (Higher National Diplomas).

BTEC HNDs are 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 BTEC Higher Nationals continues to be from level 3 qualifications. Progression from 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 BTEC Higher Nationals. (See *Annexe E* for NQF to QCF unit mapping.)

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), e.g. EdD
7	Master's degrees Postgraduate diplomas Postgraduate Certificate in Education (PGCE)
6	Bachelor's degrees, e.g. BA, BSc Professional Graduate Certificate in Education Graduate certificates and diplomas
5	BTEC HNDs (Higher National Diplomas) Foundation Degrees, e.g. FdA, FdSc Diplomas of Higher Education (Dip HE)
4	BTEC HNCs (Higher National Certificates) Certificates of Higher Education (Cert HE) Level 4 National Vocational Qualifications (NVQs)
3	BTEC Level 3 Extended Diplomas BTEC Level 3 Diplomas BTEC Level 3 Subsidiary Diplomas BTEC Level 3 Certificates GCE Advanced Level Level 3 NVQs Advanced Diplomas

UNITS

The units for the Pearson BTEC Higher Nationals in Health and Social Care (QCF) are on the CD ROM that accompanies this specification and on our website.

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Qualification titles covered by this specification

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

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

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

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

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

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

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

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

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

Pearson 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 Pearson. 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.

The Quality Assurance Agency for Higher Education (QAA) has produced guidelines for centres in preparing programme specifications (reference *Guidelines for preparing programme specifications: UK Quality Code for Higher Education, Part A Chapter A3.*)

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

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

Introduction

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

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 our policies regarding access to our qualifications, the design of programmes of study and delivery modes.

Structure of the qualification

BTEC Level 4 HNC

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

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

BTEC Level 5 HND

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

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

Rules of combination for 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 BTEC Higher National qualifications.

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

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

- 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 BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

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

- 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) or above: 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 BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

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

- 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 BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

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

- 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) or above: 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 BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

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

- 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 BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

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

- 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) or above: 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 BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

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

- 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 BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

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

- 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) or above: 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 BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

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

- 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 BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

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

- 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) or above: 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 BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

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

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

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

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

Unit number	Specialist units – choose units with a total credit value of 145 credits (<i>continued</i>)	Unit level	Unit credit
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 BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

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

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

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

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

Unit number	Specialist units – choose units with a total credit value of 115 credits (<i>continued</i>)	Unit level	Unit credit
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 BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

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

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

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

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

Unit number	Specialist units – choose units with a total credit value of 115 credits (<i>continued</i>)	Unit level	Unit credit
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 BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

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

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

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

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

Unit number	Specialist units – choose units with a total credit value of 115 credits (<i>continued</i>)	Unit level	Unit credit
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 BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

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

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

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

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

Unit number	Specialist units – choose units with a total credit value of 115 credits	Unit level	Unit credit
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 BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

Key features

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 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 BTEC Higher National units to the degree programme in question.

Pearson BTEC Higher Nationals in Health and Social Care (QCF) 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.

Progression from the BTEC Level 4 HNC

The Pearson BTEC Level 4 HNC Diploma in Health and Social Care (QCF) provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the health and social care sector and also offers particular specialist emphasis through the choice of specialist units.

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

Progression from the BTEC Level 5 HND

The BTEC Level 5 HND Diploma provides greater breadth and specialisation than the BTEC Level 4 HNC. BTEC HNDs 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 Pearson BTEC Level 5 HND Diploma in Health and Social Care (QCF) 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 BTEC Level 4 HNC programme.

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

Professional body recognition

The Pearson BTEC Higher Nationals in Health and Social Care (QCF) 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.

National Occupational Standards

Pearson BTEC Higher Nationals in Health and Social Care (QCF) 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. 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 Frameworks for Higher National Diplomas

In England, Wales and Northern Ireland, BTEC HNC and HND Diplomas may either be awarded by degree-awarding bodies under a licence from Pearson (which allows them to devise, deliver and award Higher National qualifications themselves), or they may be awarded directly by Pearson, as an awarding body regulated by Ofqual. The majority of BTEC HNC and HND Diplomas are awarded by Pearson. Only those HNC and HND Diplomas that are awarded by degree-awarding bodies are included on the Framework for Higher Education Qualifications (FHEQ) (because this framework comprises qualifications awarded by degree-awarding bodies.) BTEC HNC and HND Diplomas awarded directly by Pearson are regulated qualifications at Level 4 and Level 5 on the Qualifications and Credit Framework (QCF) and the Credit and Qualifications Framework for Wales (CQFW) and are subject to the academic standards and regulations of Pearson and the requirements of the QCF and CQFW.

The QCF level descriptors have been used to describe the relative intellectual demand, complexity, depth of learning and learner autonomy associated with the level 4 or 5 level of learning and achievement.

QAA subject and qualification benchmark statements have been used to provide points of reference for each level.

Employers and higher education providers can expect that typical learners studying for the Pearson BTEC Higher Nationals in Health and Social Care (QCF) should have developed certain higher level skills and abilities and studied a mandatory curriculum and selected optional specialist units. This detail is contained in the 'Qualification Requirements' in *Annexe A* of this specification.

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 a BTEC Level 4 HNC and a minimum of 240 credits (of which at least 125 must be at level 5 or above) to be awarded a BTEC Level 5 HND.

The assessment of 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 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 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.
- 'e.g.' 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 Pearson to offer the qualification.

Learning and assessment

The purpose of assessment is to ensure that effective learning has taken place of the content of each unit. 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.**

Grading Higher National units

The grading of 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.

Each of the generic merit and distinction grade descriptors should be amplified by use of **indicative characteristics** which exemplify the merit and distinction grade descriptors. 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.

Additional guidance on contextualisation of grade descriptors can be found in HN Delivery Guides on the website.

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 achievedall merit grade descriptors achieved and all prescribed indicative characteristics.
In order to achieve a distinction in a unit	<ul style="list-style-type: none">pass and merit requirements achievedall distinction grade descriptors achieved and all prescribed indicative characteristics.

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 a pass grade (see section *Rules of combination for the BTEC Level 4 and 5 Higher National qualifications*). The Rules of combination have been summarised below:

BTEC HNC Diplomas

To achieve the qualification a learner must:

- achieve at least 120 credits at or above the level of the qualification (a maximum of 55 credits may be at Level 5)
- achieve a minimum of 65 credits at Level 4
- complete a valid combination of units.

BTEC HND Diplomas

To achieve the qualification a learner must:

- achieve at least 240 credits at or above the level of the qualification
- achieve a minimum of 125 credits at Level 5 or above.

The best valid combination of units is used to calculate the overall grade, e.g. if a learner has completed more than the minimum number of optional units at the appropriate level the best performance from these will be used.

All learners will receive a Notification of Performance showing all unit grades whether or not they were included in the calculation for the overall grade.

Qualification grades above pass grade

BTEC HNC Diplomas

Calculation of the BTEC HNC qualification grade is based on the learner's best performance in units at or above the level of the qualification to the value of 75 credits:

- The best 75 credits must come from a maximum of 120 credits as a valid rule of combination
- The units from which the best 75 credits are selected come from the whole qualification including the mandatory core credit.

This means that credit from some mandatory core units is likely to form part of the best 75 credits in most programmes (the mandatory core credit units will automatically be included in the calculation once the maximum amount of credit for optional specialist units for the rule of combination is used up.)

It is the responsibility of a centre to ensure that a correct unit combination is adhered to.

Qualification grades

Learners will be awarded a pass, merit or distinction qualification grade using the points gained through the 75 best credits based on unit achievement.

Unit credit points available for specified unit grades, for either Level 4 or Level 5 units

Unit points per credit		
Pass	Merit	Distinction
0	1	2
Example for level 4 or level 5 unit of 15 credits		
Pass	Merit	Distinction
0	15	30

BTEC Level 4 HNC overall qualification grades

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

BTEC HND Diplomas

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

If a learner moves from HNC to HND, credits at Level 5 or above from both the HNC and HND can contribute to the best 75 credits of the overall HND grade. Note that for HND learners, level 4 units do not count towards the qualification grade.

Calculation of the BTEC HND qualification grade is based on the learner's best performance in units at or above the level of the qualification – i.e. **only units at level 5** can be counted towards the value of 75 credits:

- The best 75 credits must come from a maximum of 240 credits as a valid rule of combination
- The units from which the 75 best credits are selected come from the whole qualification including the mandatory core credit, but must be level 5 units or above.

This means that credit from some mandatory core units is likely to form part of the best 75 credits in most programmes (the mandatory core credit units will automatically be included in the calculation once the maximum amount of credit for optional specialist units for the rule of combination is used up.)

It is the responsibility of a centre to ensure that a correct unit combination is adhered to.

Qualification grades

Learners will be awarded a pass, merit or distinction qualification grade using the points gained through the 75 best credits based on unit achievement.

Unit credit points for specified unit grades at Level 5 only

Unit points per credit		
Pass	Merit	Distinction
0	1	2

BTEC Level 5 HND overall qualification grades

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

Annexe F gives examples of how qualification grades are calculated.

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.

Pearson 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 Pearson's policy on RPL, please see our *Recognition of Prior Learning Policy and Process* on our website.

Quality assurance of 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 BTEC higher-level programmes on the QCF at Levels 4–7 comprises three key components.

1) Approval process

Centres new to the delivery of this programme will be required to seek approval through the existing 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.

Such 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.

2) 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 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.

3) Independent assessment review

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

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 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.**

It is expected that these 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 BTEC Level 4 HNCs, are half the size of the BTEC Level 5 Higher National Diplomas which 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 their design and delivery 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.

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. It does not include time spent by staff in day-to-day marking of assignments where the learner is not present.

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 Pearson Level 5 BTEC Higher Nationals in Health and Social Care (NQF) with the new units of the Pearson BTEC Higher Nationals in Health and Social Care (QCF).

Mode of delivery

Pearson does not define the mode of study for the 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.

Our 'Distance Learning' and 'Distance Assessment' policies 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 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

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 Pearson.

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 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 relevant professional organisations.

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.

Where centres identify a specific need that cannot be addressed using the units in this specification, centres can seek approval from Pearson to use units from other BTEC Higher National qualifications on the QCF. Centres will need to justify the need for importing units from other specifications and Pearson will ensure that the vocational focus of the qualification remains the same.

Applications must be made **in advance** of delivery by 31 January in the year of registration (see the website for details).

The flexibility to import standard units from other QCF BTEC Higher National specifications is **limited to a maximum of 30 credits in a BTEC HNC qualification and a maximum of 60 credits only in any BTEC HND qualification**. This is an overall maximum and centres should check the 'Rules of Combination' information for the specific qualification to confirm the actual requirements. 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. The centre must ensure that approved units are used only in eligible combinations.

Access and recruitment

Pearson'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 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 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 Level profile that 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 received from 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

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

Equality Act 2010 and Pearson equality policy

Equality and fairness are central to our work. Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and our qualifications are required to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of qualifications, disadvantaged in comparison with learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for learners with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, available on our website.

An adjustment may not be considered reasonable if it involves unreasonable costs and/or timeframes or affects the security or integrity of the assessment.

There is no duty on awarding organisations to make any adjustment to the Assessment Objectives being tested in an assessment.

English language expectations

Centres delivering BTEC level 4 to 7 programmes are expected to ensure that all learners who are non-native English speakers or who have not studied the final two years of school in English, can demonstrate capability in English at a standard commensurate with:

- IELTS 5.5, with a minimum of 5.0 being awarded on individual sections for a level 4 or 5 qualification
- IELTS 6.5 for a level 6 or 7 qualification

Pearson's Standard Verifiers (EE) will expect centres to demonstrate that their learners meet these expectations.

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

Website: www.skillsforhealth.org.uk

Skills for Care and Development

Telephone: 0113 390 1240

Website: www.skillsforcareanddevelopment.org.uk

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website at: qualifications.pearson.com/en/support/training-from-pearson-uk

The support we offer focuses on a range of issues, such as:

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

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website qualifications.pearson.com/en/support/contact-us

Annexe A

Qualification Requirements

Rationale

The Pearson Level 4 BTEC Higher National qualifications in Health and Social Care (QCF) 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.

Area of study	Amplification
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.

Area of study	Amplification
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.

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 level profile that 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 received from an approved further education institution
- related work experience.

Higher level skills and abilities

Learners studying for a Pearson BTEC Higher Nationals in Health and Social Care (QCF) 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 (NOS)

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 Pearson BTEC Higher Nationals in Health and Social Care (QCF).

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	#			#	#																								

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	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC410: Advocate with, and on behalf of, individuals, families, carers, groups and communities	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
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	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#

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																													
HSC419: Provide advice and information to those who enquire about mental health needs and related services	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC420: Promote leisure opportunities and activities for individuals	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
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	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#

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																													
HSC428: Develop, implement and review programmes of support for carers and families	#	#	#	#	#	#	#	#	#						#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
HSC429: Work with groups to promote individual growth, development and independence	#	#	#	#	#	#	#	#	#						#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
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	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#

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	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
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	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
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	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#

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	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
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	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
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 (NOS)

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 Pearson BTEC Higher Nationals in Health and Social Care (QCF).

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	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#

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																													
LMCB5: Manage and evaluate systems, procedures and practices for assessments, plans and reviews within care services	#	#			#					#			#							#					#	#	#	#	
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			#																										

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																													
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	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
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 grade descriptors	Exemplar indicative characteristics Centres can identify and use other relevant characteristics. This is NOT a tick list.
In order to achieve a merit the learner must:	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 grade descriptors	Exemplar indicative characteristics Centres can identify and use other relevant characteristics. This is NOT a tick list.
In order to achieve a distinction the learner must:	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

QCF versions of the BTEC Higher National units in Health and Social Care (specification start date 01/09/2010) are mapped against the NQF BTEC Higher National units in Health and Social Care (specification end date 31/12/2010), in the following tables:

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

Unit number	QCF unit title	Maps to NQF unit number	Level of similarity between units
16	Understanding Specific Needs in Health and Social Care	16	F
17	Community Development Work	17	F
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

QCF versions of the BTEC Higher National units in Health and Social Care (specification start date 01/09/2010) are 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 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 table below).

Points available per credit at specified unit grades

Points per credit		
Pass	Merit	Distinction
0	1	2

So a 15 credit unit awarded a merit grade will gain 15 points.

Qualification grades

BTEC Level 4 HNC

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

BTEC Level 5 HND

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

These are some examples of how the HNC Diploma grades are calculated:

Example 1: Achievement of a BTEC HNC Diploma with Pass grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	0	
Unit 2	Mandatory core unit	4	15	P	0	
Unit 3	Mandatory core unit	4	15	M	1	15
Unit 4	Mandatory core unit	4	15	M	1	15
Unit 15	Specialist unit	5	15	P	0	
Unit 17	Specialist unit	5	15	P	0	
Unit 18	Specialist unit	4	15	M	1	15
Unit 12	Specialist unit	4	15	M	1	15
Unit 14	Specialist unit	4	10	D	2	20
	Qualification total requirement 120		130			60

Unit 14 is not included as it is an additional unit on top of the 120 credit qualification

The learner can only include the points from the best 75 out of 120 credits in a valid combination.

Example 2: Achievement of a BTEC HNC Diploma with Merit grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	M	1	15
Unit 2	Mandatory core unit	4	15	P	0	
Unit 3	Mandatory core unit	4	15	M	1	15
Unit 4	Mandatory core unit	4	15	P	0	
Unit 15	Specialist unit	5	15	P	0	
Unit 9	Specialist unit	4	15	M	1	15
Unit 18	Specialist unit	4	15	M	1	15
Unit 12	specialist unit	4	15	M	1	15
	Qualification total requirement 120		120			75

The best 75 credits include both core and optional units.

The learner has sufficient points for a merit.

Example 3: Achievement of an HNC Diploma with Distinction grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	M	1	(15)
Unit 2	Mandatory core unit	4	15	P	0	
Unit 3	Mandatory core unit	4	15	D	2	30
Unit 4	Mandatory core unit	4	15	P	0	
Unit 15	Specialist unit	4	15	D	2	30
Unit 17	Specialist unit	4	15	D	2	30
Unit 9	Specialist unit	4	15	D	2	30
Unit 12	Specialist unit	4	15	D	2	30
Qualification total requirement- 120			120			150

The learner has grade points in more than 75 credits. The best performance is used to calculate the grade.

These can be level 4/5 for the HNC

The learner has enough points for a Distinction from 75 credits.

Examples for the HND Diploma:

The tables below give examples of how the overall grade is determined.

Only points from units at or above the level of the qualification can be counted towards the grade.

Examples used are for illustrative purposes only. Other unit combinations are possible.

Example 1: Achievement of an HND Diploma with a pass grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	X	(15)
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	M	X	30
Unit 4	Mandatory core unit	4	15	M	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	P	0	
Unit 7	Mandatory core unit	5	15	M	1	15
Unit 8	Mandatory core unit	5	20	P	0	
Unit 20	Specialist unit	5	15	M	1	15
Unit 21	Specialist unit	5	15	P	0	
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	15
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	15
	Qualification grade totals	Min 125 at level 5	245			60

Count the points from level 5 units for the best 75 credits
X these units are **below** the level of the HND Diploma so not counted for grading

The learner has sufficient points for a pass grade.

Example 2

Achievement of an HND Diploma with a Merit grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	X	
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	M	X	
Unit 4	Mandatory core unit	4	15	M	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	M	1	15
Unit 7	Mandatory core unit	5	15	D	2	30
Unit 8	Mandatory core unit	5	20	D	2	40
Unit 20	Specialist unit	5	15	M	1	15
Unit 21	Specialist unit	5	15	M	1	(15)
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	(15)
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	(15)
Unit 36	Specialist unit	5	10	D	2	20
	Qualification grade totals	Min 125 at level 5	260			105

The learner can be considered for a merit:

only count the points from **the best 75** credits from a valid combination of 240 credits

X these units are **below** the level of the qualification so **cannot** be counted for grading

The best 75 credits include both mandatory core and optional units

() these units are not counted in the overall score

The learner has sufficient points for a merit grade.

Example 3

Achievement of an HND Diploma with a distinction grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	X	
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	D	X	
Unit 4	Mandatory core unit	4	15	D	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	D	2	30
Unit 7	Mandatory core unit	5	15	D	2	30
Unit 8	Mandatory core unit	5	20	D	2	30
Unit 20	Specialist unit	5	15	D	2	30
Unit 21	Specialist unit	5	15	D	2	30
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	(15)
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	(15)
Unit 36	Specialist unit	4	15	P	X	
	Qualification grade totals	Min 125 at level 5	245			150

The learner can be considered for a distinction: only count the points from level 5 units for the best 75 credits from a valid combination of **240** credits
 () these units are not counted in the overall score
 X not counted as **below the** level of the qualification.

The learner has sufficient points for a distinction grade.

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