



Pearson BTEC Higher National qualifications in Health and Social Care Practice

Specification

First Teaching from January 2025

First Certification from January 2026

Pearson BTEC Level 4
Higher National Certificate

Pearson BTEC Level 5
Higher National Diploma

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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

All information in this specification is correct at time of publication.

Original image by ©

ISBN <to be added in forthcoming edition>

All the material in this publication is copyright
© Pearson Education Limited 2024

Contents

1.0	Introduction	1
1.1	Qualifications indicated 'for England'	1
1.2	Qualifications not indicated 'for England'	1
1.3	The student voice	2
1.4	Why choose Pearson BTEC Higher Nationals?	2
1.5	HN Global	3
1.6	Qualification titles	3
1.6.1	Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice	3
1.6.2	Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice	3
1.7	Qualification codes	3
1.8	Awarding organisation	4
1.9	Key features	4
1.10	Qualification frameworks	4
1.11	Collaborative development	5
1.12	Occupational and professional standard alignment	6
1.13	Work experience/placement requirements	6
2.0	Programming purpose and objectives	7
2.1	Purpose	7
2.2	Objectives	7
2.2.1	Health and safety in the Pearson BTEC Higher Nationals in Health and Social Care Practice	7
2.3	Aims of the Level 4 Higher National Certificate in Health and Social Care Practice	8
2.4	Aims of the Level 5 Higher National Diploma in Health and Social Care Practice	8
2.5	Developing students' employability skills and academic study skills	9
2.5.1	Use of maths and English within the curriculum	10
2.6	What could these qualifications lead to?	11
2.6.1	Progression to university	11
2.6.2	University recognition and articulations	12
3.0	Preparing students for employment	13

3.1	Designing with employers, for employers	13
3.1.1	Employability skills and competencies for student career success	14
3.1.2	Developing competencies for the workplace	15
3.1.3	Professional body membership, recognition and exemption	15
3.1.3.1	Types of professional body opportunities for Higher Nationals in Health and Social Care Practice learners	15
4.0	Centre support	17
4.1	Specification	17
4.2	HN Global	17
4.3	Authorised Assignment Briefs	18
4.4	Pearson English	18
5.0	Planning your programme	19
5.1	Delivering Higher Nationals	19
5.1.1	Centre approval	19
5.1.2	Tutor knowledge	20
5.1.3	Resources	20
5.1.4	Delivering learning	20
5.1.5	Facilitating practice learning	21
5.1.6	Support from Pearson	22
5.2	Entry requirements and admissions	22
5.2.1	English language requirements	23
5.3	Access to study	23
5.4	Student registration and entry	24
5.5	Access to assessments	24
5.6	Administrative arrangements for internal assessment	25
5.6.1	Records	25
5.6.2	Reasonable adjustments to assessment	25
5.6.3	Special consideration	25
5.6.4	Appeals against assessment	26
5.7	Dealing with malpractice in assessment	26
5.7.1	Student malpractice	27
5.7.2	Tutor and centre malpractice	27
5.7.3	Sanctions and appeals	28
6.0	Programme structure	30
6.1	Units, credits, Total Qualification Time (TQT) and work placement/experience	30

6.1.1	Guided learning hours	31
6.1.2	Independent learning hours	31
6.1.3	Level 4 work placement/experience requirements	32
6.1.3.1	Additional guidance	33
6.1.4	Level 4 supervision and assessment requirements on placement	33
6.1.5	Level 4 Healthcare Science pathway placement/workplace assessment requirements	34
6.1.6	Level 5 work placement/experience requirements	34
6.1.6.1	Additional guidance	35
6.1.7	Level 5 supervision and assessment requirements on placement	35
6.1.8	Level 5 Healthcare Assisting Healthcare Practice pathway placement/workplace assessment requirements	36
6.2	Programme structures	37
6.2.1	Programme structures overview	38
6.2.2	Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice	40
6.2.2.1	Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice	40
6.2.2.2	Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice (Leadership and Management)	42
6.2.2.3	Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice (Healthcare Science)	44
6.2.2.4	Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice (Social and Community Work)	46
6.2.3	Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice	48
6.2.3.1	Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice	48
6.2.3.2	Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice (Leadership and Management)	52
6.2.3.3	Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice (Assisting Healthcare Professions)	56
6.2.3.4	Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice (Social and Community Work)	60
6.2.4	Meeting local needs	63
6.2.5	Commissioning new units for Pearson BTEC Higher Nationals	64
6.3	Pearson-set units	64
6.4	Unit descriptor example	64

6.4.1	Web resources – referencing	66
7.0	Assessment	68
7.1	Principles of internal assessment	68
7.1.1	Assessment through assignments	68
7.1.2	Using unit-based criteria	69
7.1.3	The assessment team	70
7.1.4	Effective organisation	71
7.1.5	Preparing students	71
7.1.6	Assessing practice	72
7.2	Formative assessment and feedback	72
7.2.1	Frequency and timing of formative assessment	72
7.2.2	Formative feedback	73
7.3	Making valid assessment decisions	74
7.3.1	Authentic student work	74
7.3.2	Making assessment decisions using criteria	74
7.3.3	Dealing with late assignments	75
7.3.4	Providing assessment decisions and feedback	76
7.3.5	The opportunity to resubmit an assignment	76
7.3.6	Repeat units	76
7.3.7	Assessment boards	77
7.4	Planning and record-keeping	77
7.5	Calculating the final qualification grade	78
7.5.1	Conditions for the award	78
7.5.1.1	Conditions for awarding our HNC	78
7.5.1.2	Conditions for awarding our HND	78
7.5.2	Compensation	79
7.5.2.1	Compensation for the HNC	79
7.5.2.2	Compensation for the HND	79
7.5.3	Calculating the overall qualification grade	79
7.5.3.1	Points per credit	79
7.5.3.2	Point boundaries	80
7.5.4	Modelled student outcomes	81
7.5.4.1	Pearson BTEC Level 4 Higher National Certificate	81
7.5.4.2	Pearson BTEC Level 5 Higher National Diploma	82
8.0	Quality assurance	83

8.1	The approval process	83
8.2	Centre and qualification approval	84
8.3	Monitoring internal system	84
8.4	Independent review of assessments	85
8.5	Annual programme monitoring report (APMR)	85
8.6	Annual student survey	85
8.7	Continuing quality assurance and standards verification	85
8.7.1	Our key principles of quality assurance	85
9.0	Recognition of Prior Learning and attainment	87
10.0	Equity, diversity and inclusion	88
10.1	Access to qualifications for students with disabilities or specific needs	89
11.0	Units included in the BTEC Higher National in Health and Social Care Practice	90
12.0	Appendices	91
	Appendix 1: Programme outcomes for HND Health and Social Care Practice	92
	Appendix 2: HND Health and Social Care Practice Programme Outcomes for Students	100
	Appendix 3: HND in Health and Social Care Practice example placements	102
	Appendix 4: Qualification approval checklist	104
	Centres and resources – see qualification specification Section 5, and individual unit descriptors	104
	Tutors – see qualification specification Section 3	105
	All pathways	105
	HNC Health and Social Care Practice (Healthcare Science), and HND Health and Social Care Practice (Assisting Healthcare Practice)	105
	HNC and HND Social and Community Work	106
	Student recruitment and selection – see qualification specification section 3	106
	Placements – see qualification specification sections 1 and 4 and individual unit descriptors	106

1.0 Introduction

BTEC is one of the world's most recognised applied learning brands, engaging students in practical, interpersonal and thinking skills for more than three decades.

BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace, either directly or via study at university, and are also designed to meet employers' needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal career-related qualification at Levels 4 and 5.

When developing our BTEC Higher National qualifications, we work with a wide range of students, employers, higher education providers, colleges and subject experts to make sure the qualifications meet their needs and expectations. We also work closely with professional organisations to make sure the qualifications are in line with recognised professional standards.

The Pearson BTEC Higher National qualifications are designed to reflect the increasing need for high-quality professional and technical education at undergraduate Levels 4 and 5. They provide students with a clear line of sight to employment and to a degree at Level 6 if they choose.

1.1 Qualifications indicated 'for England'

Qualifications that are indicated as 'for England' are designed to align to the requirements of specific occupational standards that meet Skills England's (Institute for Apprenticeships and Technical Education's (IfATE) at time of publication) current occupational standards.

Meeting the requirements of the occupational standards relates to:

- qualifications that are 'quality marked' as Higher Technical Qualifications (HTQs)
- the knowledge, skills and behaviours for identified occupations associated with the relevant occupational standards.

This qualification is NOT indicated as 'for England' and, therefore, is NOT 'quality marked' as a Higher Technical Qualification by the Skills England (Institute for Apprenticeships and Technical Education (IfATE) at time of publication).

1.2 Qualifications not indicated 'for England'

Qualifications that are **not** indicated as 'for England' can be delivered at any centre, in the UK or overseas, subject to approvals from Pearson. These qualifications are not 'quality marked' as HTQs by Skills England (IfATE at time of publication).

1.3 The student voice

Students are at the heart of what we do. That is why we consult them from the start when developing our Higher National qualifications. We involve them in writing groups, seek their feedback and take note of their opinions.

This helps us develop the best possible qualifications and learning experience for students worldwide.

1.4 Why choose Pearson BTEC Higher Nationals?

Pearson BTEC Higher National qualifications take a student-centred approach to the curriculum. There is a flexible, unit-based structure that focuses on developing the practical, interpersonal and thinking skills the student will need to succeed in employment and higher education. They represent the latest in professional standards and provide opportunities for students to develop skills and behaviours for work, for example by taking part in a group project or meeting a client brief. A student may be exempted from professional or vendor qualifications and membership of selected professional organisations, in order to help students on their journey to professional recognition or membership.

Pearson BTEC Higher Nationals are intended to keep doors open for future study if a student wishes to take their education further after completing a Higher National programme. They do this by allowing space for students to develop their higher education study skills, such as the ability to research. The study programme is clearly set out in line with the Quality Assurance Agency for Higher Education's Framework for Higher Education Qualification standards at Levels 4 and 5. This means that students who want to progress to Levels 5 or 6 study should feel well prepared.

The Pearson BTEC Higher Nationals meet these requirements by providing:

- a range of general and specialist study units, both mandatory/core and optional, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans
- up-to-date content, closely in line with the needs of employers, professional bodies and higher education, for a skilled future workforce
- learning outcomes mapped against professional body standards, where appropriate
- support for tutors, including authorised assignment briefs, curriculum planning support and assessment guidance, and
- support for students, including digital learning resources and communities, through HN Global.

1.5 HN Global

Our HN Global website provides a specially designed range of digital resources to give tutors and students the best possible experience during their BTEC Higher Nationals course. More information is available at: <https://hnglobal.highernationals.com/>.

1.6 Qualification titles

1.6.1 Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice

Specialist pathways are included within brackets in the qualification title:

- Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice
- Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice (Leadership and Management)
- Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice (Healthcare Science)
- Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice (Social and Community Work)

1.6.2 Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice

Specialist pathways are included within brackets in the qualification title:

- Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice
- Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice (Leadership and Management)
- Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice (Assisting Healthcare Practice)
- Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice (Social and Community Work)

1.7 Qualification codes

Ofqual Regulated Qualifications Framework (RQF) qualification numbers:

- Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice:
To be added in forthcoming edition
- Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice:
To be added in forthcoming edition

1.8 Awarding organisation

Pearson Education Ltd.

1.9 Key features

Pearson BTEC Higher National qualifications in Health and Social Care Practice offer the following:

- an exciting and informative study programme that stimulates and challenges students
- a simple and flexible structure that enables students to take the Higher National Certificate and then build on it in the Higher National Diploma, with optional units linked to their specialist area of study
- an opportunity for students to follow specialist routes of interest at Level 5, gaining the knowledge and skills they need to progress to higher education or employment in their specialist area
- core competencies developed throughout the curriculum, to support lifelong learning skills for personal and professional development
- the opportunity for centres to offer assessments that consider cognitive skills (what students know) along with effective and applied skills (how they behave and what they can do) to support a practical and dynamic approach to learning
- unit-specific assessment and Pearson-set themes designed to encourage thorough and analytical learning, challenge students and develop skills in critical thinking, personal responsibility and decision-making
- a flexible approach to assessment that supports progression to higher education or work and allows for different learning styles
- quality assurance measures that assure professional organisations, universities, businesses, colleges and students of the integrity and value of the qualifications, and
- a programme of learning designed to meet skills gaps in the current workforce and build today's talent to meet tomorrow's needs in an international environment.

1.10 Qualification frameworks

Pearson BTEC Higher National qualifications are recognised higher education qualifications in the UK. They are in line with the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements, where applicable. These qualifications are part of the Regulated Qualifications Framework (RQF).

1.11 Collaborative development

We are very grateful to the university and higher education tutors, employers, wider system representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications:

- Belfast Metropolitan College
- Chirality Consulting
- Christine Cowan, Clinical Academic, Portsmouth Hospitals University NHS Trust
- Dawn Grant - Healthcare Education Consultant
- Dr Carol-Ann Howson, social work education consultant
- Dr Cheryl Whiting – Education Consultant and Trainer
- Dr Jane Harvey-Lloyd, healthcare education consultant
- Gerry Skelton MBE, education and training consultant
- Global Banking School
- Jo Shuttlewood-Limb, University of Suffolk
- Gillian Clarkson, Lancashire Teaching Hospitals NHS Foundation Trust
- Mont Rose College
- North Staffordshire College Group
- North West Regional College
- Northern Regional College
- Nottingham College
- Oldham College
- Solihull College and University Centre
- Southern Regional College
- South West Regional College
- stephanie tempest consultancy ltd.
- Telford College
- Warrington and Vale Royal College
- Students, employers and educators using previous healthcare and social care Higher National qualifications.

Special thank you to all the support workers, assistant practitioners and educators from the NHS England facilitated Support Worker Voice group, and Educator and Pastoral Support Network.

1.12 Occupational and professional standard alignment

This qualification has also been developed to align to:

- Allied Health Professions' Support Worker Competency, Education and Career Development Framework
- Care Certificate standards
- Career pathway, core cancer capabilities and education framework for the supportive, assistive, nursing, and allied health professions workforce (supportive and assistive tiers)
- Four core pillars of practice
- Occupational standards: 'Healthcare Science Associate' (ST0220), 'Assistant Practitioner (Health) (ST0215)
- Primary Care and General Practice Nursing Career and Core Capabilities Framework (support worker tier)
- NHS Knowledge and Skills Framework

1.13 Work experience/placement requirements

The Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice requires at least 225 hours of work experience/placement in healthcare, social care or community settings. Through the practice unit, learners will complete a portfolio of practice learning and development.

The Pearson BTEC Level 5 Higher National Diploma Health and Social Care Practice requires at least 450 hours of work experience/placement in healthcare, social care or community settings. Through the practice unit, learners will complete a portfolio of practice learning and development.

Examples of suitable placements can be found in Appendix 3.

2.0 Programming purpose and objectives

2.1 Purpose

The purpose of these qualifications is to develop students as independent-thinking professionals who can meet the demands of employers and adapt to a constantly changing world. The qualifications aim to widen access to higher education and improve the career prospects of those who take them.

2.2 Objectives

The objectives of these qualifications are:

- to develop the skills, knowledge and understanding that students need to achieve high performance in the health, social care and community environments
- to develop students with enquiring minds, who have the abilities and confidence to work across different health, social care and community functions and to lead, manage, respond to change, and tackle a range of complex the health, social care and community situations
- to provide the core skills required for a range of careers the health, social care and community work, including supportive and assistive roles
- to offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic ambitions
- to develop students' understanding of the major impact that technologies have environment in the health, social care and community environments
- to provide insight into the health, social care and community opportunities and challenges presented globally
- to equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values, and to enable flexible study to meet local and specialist needs.

2.2.1 Health and safety in the Pearson BTEC Higher Nationals in Health and Social Care Practice

Health and safety in health, social care and community sectors is both a regulatory responsibility and a matter of ethical practice. It is important that everyone working in the sectors, including those in education and training, are aware of the legislation, regulation and practice of ensuring the safety of those working in health, social care and community practice, and those who will access and use their services.

Pearson has taken the approach that health and safety be integrated throughout the qualification where appropriate. This is to ensure that students do not see health and

safety matters as being separate or 'standalone' activities. Rather, health and safety should be understood as a standard feature of typical health, social care and community practices. Many of the units within this qualification include curriculum related to health and safety, and statutory requirements. Where such topics are included in Essential Content it is a requirement that it is taught in sufficient depth to ensure that students understand the importance of the topic. Where there are assessment criteria that call specifically for students to evidence aspects of health and safety, risk assessment, legislation or regulation, it is required that this be designed in the assessment.

2.3 Aims of the Level 4 Higher National Certificate in Health and Social Care Practice

The Level 4 units lay the foundations of learning by providing a broad introduction to health, social care and community practice. This develops and strengthens core skills while preparing students for specialist subjects at Level 5 or to enter employment with the qualities necessary for job roles that require personal responsibility.

Students will gain a wide range of health, social care and community practice knowledge linked to practical skills gained through practice, research, independent study, directed study and workplace scenarios. Students are involved in vocational activities that help them to develop vocational behaviours (the attitudes and approaches required for competence) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are highly valued in higher education and in the workplace.

By the end of Level 4, students will have sound knowledge of the concepts of health, social care and community practice. At the point of pass they will be competent in a range of subject-specific skills as well as in general skills and qualities relevant to key areas of health, social care and community practice.

2.4 Aims of the Level 5 Higher National Diploma in Health and Social Care Practice

The Level 5 units give students further opportunity to specialise in health, social care and community practice related occupational areas and to progress to degree-level study. The units prepare students to move on to specific areas of health, social care and community practice at Level 6, to progress to pre-registration education programmes or to enter employment with the qualities and abilities necessary for roles that require personal responsibility and decision-making.

Students will be able to develop and apply their own ideas to their studies, to deal with uncertainty and complexity, to explore solutions, demonstrate critical evaluation and use both theory and practice in a wide range of health, social care and community practice situations.

By the end of Level 5, students will have a sound understanding of the principles in their area of study related to assistive and supportive roles and will know how to apply those principles more widely in the health, social care and community practice sectors globally. They will be able to perform effectively in their areas of practice.

2.5 Developing students' employability skills and academic study skills

Employability skills (sometimes referred to as transferable skills) are vital to increase students' career prospects and contribute to their personal development. BTEC Higher Nationals in Health and Social Care Practice support students in developing the key skills, qualities and strengths that employers are looking for.

Employability skills are divided into five main categories.

Practice skills

These include:

- person-centred and personalised care and support
- care, compassion and empathy
- facilitating learning with others
- continuing professional development and research, and
- application of theories to practice.

Problem-solving skills

These include:

- critical and innovative thinking
- evidence based decision making
- using expert and creative solutions to solve service users' and service non-routine problems
- using systems and digital technology, and
- generating and communicating ideas and information correctly and creatively.

Independent skills

These include:

- self-management
- adaptability and resilience
- self-monitoring and professional development
- self-analysis and reflection, and
- planning and prioritising.

Interpersonal skills

These include:

- care, compassion and empathy
- communicating effectively with service users and colleagues
- working with others
- negotiating and influencing, and
- presentation skills.

Leadership skills

These include:

- communication skills
- developing positive relationships with service users and colleagues
- career development of self and others
- mentoring and coaching others, and
- service quality improvement.

Students also benefit from opportunities for deeper learning, where they can make connections between different study units and select areas of interest for detailed study. In this way, the BTEC Higher Nationals in Health and Social Care Practice provide a vocational context in which students can develop the knowledge and academic study skills they need to progress to degree programmes.

These academic study skills include:

- active research
- effective writing
- analytical skills
- critical thinking
- creative problem solving
- decision-making
- preparing for exams, and
- using digital technology.

Students can also develop their academic skills through independent study modules and resources on the HN Global website: <https://hnglobal.highernationals.com/>.

2.5.1 Use of maths and English within the curriculum

A career in health, social care and community practice requires both practice skills and broader employability skills. For example, appropriate communication with service users, clients and colleagues is an essential skill, so the ability to use maths and English in a professional context is a key area for student development.

This type of development is embedded throughout BTEC Higher Nationals, in line with sector requirements. During their programme of study, students may, for example, be involved in:

- preparing written reports
- giving formal presentations
- taking part in informal conversations
- using professional, sector-specific language.

Some aspects of health, social care and community practice require maths skills and we strongly recommend that all students complete diagnostic maths assessments before beginning a Higher National programme, as well as having a grade 9 to 4 or A* to C in GCSE Maths (or equivalent). (See *Section 5.2* for more information).

2.6 What could these qualifications lead to?

The Level 4 Higher National Certificate provides a solid grounding in health, social care and community practice, which students can build on if they decide to continue their studies. The Level 5 Higher National Diploma enables students to specialise, or to continue to specialise by committing to specific career paths and progression routes to degree-level study.

Once students have achieved the Level 5 Higher National Diploma, they can develop their careers in the health, social care and community practice sectors by:

- entering employment
- continuing existing employment
- becoming a member of an appropriate professional body or membership organisation
- linking with the appropriate accredited certificates (if available)
- committing to continuing professional development (CPD)
- progressing to university.

2.6.1 Progression to university

The Level 5 Higher National Diploma is recognised by higher education providers as meeting admission requirements to many relevant undergraduate health, social care and community practice -related courses, for example:

- pre-registration nursing, occupational therapy, therapeutic radiography and other allied health professional BSc (Hons) programmes
- healthcare science BSc (Hons) programmes
- pre-registration social work BA (Hons) programmes
- social care and social change BA (Hons) programmes

- community development BA (Hons) programmes
- health and social care BSc (Hons) programmes then to pre-registration master's programmes.

2.6.2 University recognition and articulations

Pearson works with a range of higher education institutions around the world that accept Pearson BTEC Higher Nationals as a qualification for entry to their undergraduate degree courses. Many universities enable advanced entry to the second or third year of the programme. Agreements can include transferring learning credits from one course or qualification to the other, articulation and case-by-case admission. An articulation agreement involves a university mapping the learning content of a Higher National against their degree programme(s). This process helps them understand how strong the alignment is between the Higher National and degree, and supports them in providing more guidance for learners during the admissions process.

Students should be aware that each university sets its own admission criteria and that those criteria can change. Before applying, students should understand the course entry requirements for the subject and year in which they want to study. For more information on entry requirements, including 2+1 articulations, please visit: <https://hnglobal.highernationals.com/degree-finder>.

3.0 Preparing students for employment

3.1 Designing with employers, for employers

As a large employer and qualification-awarding organisation, Pearson understands the value of developing the skills and talent of the future workforce. We believe in, and champion, higher technical education that is relevant to employers.

We work with employers, students, professional bodies, education providers and other experts to design qualifications with the future workforce in mind. Higher National qualifications blend employability skills with academic, practice and technical knowledge. They support trainees and apprentices in their Higher Apprenticeship and other technical education programmes, as well as students working towards a degree. We update our programmes regularly to maintain their high quality and meet the changing needs of the workforce.

Employers contribute to our Higher Nationals in several ways:

- They are involved in every stage of designing our qualifications, from developing the structure and pathways to selecting subjects, developing content and approving qualifications.
- They help us deliver qualifications, for example through employer or wider systems accreditation, letters of support and co-badging. Our qualifications actively encourage training providers to work with employers. Work placements and work-related learning are key features of BTEC Higher Nationals.
- They help us review and update our qualifications to meet occupational standards and provide supporting material such as case studies to reflect the real world of work.

We are committed to equipping learners, apprentices, trainees and organisations with the tools and resources they need to support high-quality, innovative technical education and Higher Apprenticeship programmes that work.

Including a Higher National qualification as part of a Higher Apprenticeship or technical education programme gives students:

- an internationally recognised higher-level qualification in line with the Framework for Higher Education Qualifications, and
- a stepping-stone to continue their education or training and gain a recognised degree or professional qualification.

To find out more, and to access detailed mapping to higher apprenticeships and occupational standards for your qualification, please visit the following pages: <https://qualifications.pearson.com/en/qualifications/apprenticeships.html> and <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/higher-nationals/higher-technical-qualifications.html> on our website.

3.1.1 Employability skills and competencies for student career success

Pearson is committed to delivering learning that is rooted in the real world and to developing work-ready graduates with the professional skills and behaviours that employers need. The Pearson BTEC Higher National curriculum provides a clear line of sight to employment, depending on which specialist areas students complete. The aim is to produce students who are equipped to thrive in the changing world of work, whether they leave with an HNC or an HND qualification.

The table below shows the type of position in which a student graduating at each educational level might expect to start and gives some examples of the competencies expected.

Table 1: Levels of competency at employability level and examples of roles in different areas of health, social care and community practice at each level

Levels of competency			
Employability level at learning level	Level 4 Supportive/ Associative	Level 5 Assistive	Level 6 Registered
Examples of employment for graduates at each level	Graduates can: <ul style="list-style-type: none"> • understand and demonstrate person-centred care • thoroughly understand the function and role of their service • demonstrate core knowledge of clinical, supportive, technical and/ or scientific roles and responsibilities, including risk assessment. • Understand the social, cultural, and economic influences, individual circumstances, behaviours, and lifestyle choices that impact on 	Graduates can: <ul style="list-style-type: none"> • consistently deploy care, treatment and support strategies to service users, carers, families and others • demonstrate developed knowledge of clinical, assistive, technical and/or scientific theory and practice, within their immediate field of practice • work independently with service users within the scope of the role and operational policies, protocols and procedures 	Graduates can: <ul style="list-style-type: none"> • practise autonomously • provide care and support for people who could have complex and concurrent mental, physical, cognitive, and behavioural care needs • directly or indirectly supervise others. • Demonstrate specialised, factual, and theoretical knowledge within a field of work

	outcomes for service users		
Examples of roles in different areas of health and social care	Healthcare associate Associate practitioner	Assistant practitioner	Registered nurse Therapeutic radiographer Occupational therapist

3.1.2 Developing competencies for the workplace

Core competencies developed on the specialist pathways of the programme will support students in preparing for a range of employment opportunities in their chosen sector. These core competencies collectively summarise the key capabilities that are important across the sector, covering areas of relevant expertise and technical skills that would be required within the sector to successfully perform a job, as defined in current advertised job vacancies.

Core competencies are developed on the programme within a balanced framework of cognitive (knowledge), affective (behaviours) and psychomotor (practical) learning outcomes to encourage a more vocational and practical approach to learning.

3.1.3 Professional body membership, recognition and exemption

Pearson recommends and promotes professional body and membership organisation membership for students and tutors. Many professional organisations have reduced membership fees for students and those earning less than the registered workforce.

3.1.3.1 Types of professional body opportunities for Higher Nationals in Health and Social Care Practice learners

There are a variety of agreements that we can have in place with professional organisations, although note that not all of these will apply to all qualifications.

- **Professional accreditation:** where a specific study programme prepares students to register for a professional qualification. In some cases, completing the Higher National Diploma may be enough for students to receive the professional qualification.
- **Membership:** where students are offered student membership whilst studying, or progression onto membership upon completion of their qualification.
- **Recognition:** where a professional organisation recognises the value of a Higher National in preparing students for the industry.
- **Exemption:** professional organisations may also offer exemptions from units on some of their qualifications. This means that students completing these Higher National units will have covered the material required for those professional body

units and can claim exemption when studying for the professional body qualification.

4.0 Centre support

You can access a wide range of resources and support to help you set up and deliver our Pearson BTEC Higher Nationals in Health and Social Care Practice with confidence.

4.1 Specification

This specification gives you details of the administration of the qualifications and information on the units included in them.

4.2 HN Global

HN Global is a dedicated online learning platform for all Pearson BTEC Higher National students and delivery centres. You can find various free resources to support staff in delivering a Pearson BTEC Higher National programme and to guide students on their learning journey. The HN Global Forum connects students and tutors, and provides the opportunity to discuss common themes and to share good practice. HN Global also provides access to the following:

The Learning Zone includes student study materials such as core textbooks, study skills modules, a 'Progression hub' featuring opportunities to develop employability skills, an e-library and subject materials.

The Tutor Resources section hosts a wealth of delivery materials, reading lists, blended learning resources, video guidance on assessment and professional development opportunities. Staff can also access the Quality Assurance (QA) Hub for templates and more centre support.

Short Courses provides support for curriculum planning, developing schemes of work and developing students' academic skills.

These are available from the HN Global website at:

<https://hnglobal.highernationals.com/>.

4.3 Authorised Assignment Briefs

We provide a booklet of Authorised Assignment Briefs (AABs) for a sample of units. These AABs have been developed to support centres with their assessment strategy for the delivery of a sample of units, as well as providing guidance and inspiration for effective planning and design of future assignment briefs.

It is important to note:

1. AABs can be used by centres if they meet your specific requirements following internal verification. They have been written to assess students' knowledge, understanding and skills specifically relevant to the unit Learning Outcomes but they have not been contextualised to meet local need and international diversity. If using an AAB, the assignment brief should still be internally marked and made available for standards verification.
2. AABs can be modified and customised to meet localisation.

The AABs offer a range of real and simulated assessment activities, for example group work to encourage cooperation and social skills or a solution-focused case study to develop cognitive skills. The assessment grids for each unit explain the specific requirements for assessing these skills.

All assignments must still be moderated in line with the internal verification process. These AABs along with further guidance can be found in the *Effective assignment design for the Higher Nationals in Health and Social Care Practice: Authorised Assignment Briefs* booklet available on HN Global at: <https://hnglobal.highernationals.com/>.

The tutor resources section on HN Global also offers a wide range of resources and guidance documents to help you plan and design assessments effectively.

4.4 Pearson English

Pearson provides a full range of support for English learning, including diagnostics, qualifications and learning resources. Please see: <https://www.pearson.com/languages>.

The Pearson Languages portal also offers a variety of digital resources. The portal encourages users to get involved, and improves teaching and results.

5.0 Planning your programme

5.1 Delivering Higher Nationals

As a large employer and qualification-awarding organisation, Pearson understands the value of developing the skills and talent of the future workforce. We believe in, and champion, higher technical education that is relevant to employers.

You play a central role in enabling your students choose the right Pearson BTEC Higher National qualification.

Assess your students very carefully to make sure they take the right qualification and the right pathways and optional units. This will enable them to progress to the next stage in their learning or employment journey. You should also check the qualification structures and unit combinations carefully when giving students advice.

Make sure your students have access to a full range of information and advice to help them choose the right qualification and units. When students are recruited, you need to give them accurate information on the title and focus of the qualification they are studying for. Centres must provide a programme specification for approvals but it is also essential that centres produce:

- a staff handbook to support full- and part-time members of your team, and
- a student handbook to guide students through the course requirements, including placement, so they know what is expected of them and understand their rights.

You can find more information in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* handbook, available to download on our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

5.1.1 Centre approval

We need to approve all centres before they can offer our qualifications. This is to make sure that centres are ready to assess students and that we can provide the support you need.

For more information about becoming a centre and gaining approval to run our qualifications, please see 'Centre/Qualification approvals' in the support section of our website at: <https://support.pearson.com/uk/s/article/Centre-Qualification-Approvals>.

This qualification has specific centre and tutor requirements due to the practice units. Further detail is provided in Section 5.1.5. The checklist in appendix 4 lists the essential requirements before approval will be granted. The latest version of the checklist can be found on HN Global.

5.1.2 Tutor knowledge

Pearson does not currently explicitly stipulate any qualification or experience requirements for staff involved in the delivery, assessment and internal verification of BTEC higher education qualifications¹. This is because it would not be practical to impose such stipulations to cover the very wide range of subject areas and field of experience that the BTEC higher education qualifications encompass.

However, it is expected that centres recruit all delivery, assessment and internal verification staff with integrity; and have robust staff recruitment processes in place. It is expected that staff hold a nationally recognised qualification at or above the level of the qualification being delivered and/or equivalent relevant experience².

You can find more information in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* handbook, available to download on our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

5.1.3 Resources

As part of your centre approval, you will need to show that the right resources and workspaces are available to deliver Pearson BTEC Higher Nationals. Some units need specific resources. This is clearly explained in the unit descriptions, where appropriate. See also Appendix 7.

5.1.4 Delivering learning

With our approval, you can deliver our Pearson BTEC Higher Nationals using a mixture of learning options that meet your students' needs. We recommend you offer full-time, part-time, blended learning and distance learning³ modes of delivery.

If you are delivering distance learning, please see the *Pearson distance learning and assessment policy* available to download at:

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

¹ There are specific tutor requirements associated with this qualification. Please refer to Appendix 4 for details.

² Experience should include experience at least at or above the occupational level of the qualification

³ Due to the practice and care elements of this qualification, and the essential requirement to develop advanced in-person communication skills, approval will not be given to deliver 100 % of the qualification by distance learning.

5.1.5 Facilitating practice learning

The Higher Nationals in Health and Social Care Practice include mandatory practice placements/workplace experience in units 401 and 501. The practice element requires specific requirements:

- Centres need to have a robust tracking system to record placement hours and methods of reporting these to Assessment Boards.
- There should be a named tutor/individual based in the centre to act as **placement coordinator**. The placement coordinator will have responsibility for working with placement providers to ensure effective communication between centre, placement providers and students.

The placement coordinator will ensure that students can find and access suitable placements and that placements are able to support students. Where students are not employed by the placement provider, the placement coordinator will also ensure the centre has appropriate insurance in place for these students and that health and safety, and safeguarding requirements are met.

- A **placement supervisor** based in the placement or workplace setting who supports students. This individual will be named to students. The placement supervisor will facilitate students' learning from their placement experiences through reflective discussion and will enable sufficient opportunity for the student to meet the practice requirements of the qualification.

In some instances, the placement manager will be the placement supervisor and will delegate the supervision and teaching responsibility to another competent individual where the student is working. The placement supervisor will be responsible for ensuring the student's practice skills are validated by an experienced health or social care practitioner who has been deemed competent:

- at the same or higher occupational level as the student is aiming to achieve
 - in the area of service delivery where the student is placed.
- There should be **an agreement with placement providers** that makes clear the duties, rights and responsibilities of the centre, placement providers and students. It is good practice for this agreement to include reference to health and safety policies, Disclosure and Barring Service (DBS) checks (or similar country-specific checks) and safeguarding arrangements or other appropriate checks. The agreement should also include an overview of the placement quality assurance/audit processes.

Pearson does not provide an agreement template because agreements will depend on placement provider and centre needs.

Placement or qualification related quality assurance/audit processes should be tripartite, involving placement provider, centre and student representatives.

- There should be a **supervision policy** for students and practice supervisors while they are in practice. This refers to both professional supervision and the way students are supported to learn in practice.

- Centres must have appropriate **insurance** in place for students on placement.
 - When students are practising as part of a placement that crosses regional/national/international boundaries and where safeguarding, legislation and insurance requirements differ from the education provider's home area, centres must ensure that students are appropriately supervised by a practitioner who has the relevant knowledge and experience in the regional/national/international areas.
 - Insurance provision must cover students wherever they practise.
- **Risk assessments** must be in place in all placements to ensure that students' safety and wellbeing is maintained.

See *Section 5.1.1* for further information on centre approval and <http://qualifications.pearson.com/en/support/support-topics/centre-administration/qualification-approval.html>.

Prospective centres will find the checklist in Appendix 4 useful. Centres must also ensure that they can meet the unit-specific requirements.

5.1.6 Support from Pearson

For each programme with active registrations, we will provide an external examiner to advise you when planning and reviewing assessments. You will also be able to access training events and support from a dedicated team of Pearson Higher National subject leads. Please see: <https://qualifications.pearson.com/en/support/training-from-pearson-uk.html>.

5.2 Entry requirements and admissions

Pearson does not set formal entry requirements for our qualifications but, as a centre, you are responsible for making sure that the students you recruit have a reasonable chance of success on the programme.

Students who have recently been in education are likely to need:

- a BTEC Level 3 qualification in Health and Social Care
- a GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at 9 to 4 and/or A* to C (or equivalent) in subjects such as maths and English. For some pathways science will be an advantage.
- other related Level 3 qualifications
- an Access to Higher Education Diploma from an approved further education institution
- relevant work experience, or
- an international equivalent to the above qualifications.

Our Recognition of Prior Learning policy means that students' previous learning and experience can be taken into account and they may be awarded certain qualifications or units of a qualification based on that learning or experience. Please see *Section 9* for more information.

5.2.1 English language requirements

Pearson's mission is to help people make more of their lives through learning.

To assist centres to recruit students who have the skills to benefit from undertaking a Higher National programme of study, we are providing the following clarification regarding the English language **admission requirements** when offering places to applicants.

All centres delivering Pearson BTEC Higher National qualifications in English must ensure that each applicant can demonstrate their capability to learn and be assessed at the relevant level in English.

Students applying for a Pearson BTEC Higher National qualification that is **taught and assessed completely in English** will need a certain level of English language skills.

Before accepting students onto a programme, you must make sure that those who are non-native English speakers and who have not carried out their final two years of schooling in English can demonstrate ability at a standard equivalent to:

- Common European Framework of Reference (CEFR) level **B2**
- Pearson Test of English (PTE) Academic **51**
- International English Language Testing System (IELTS) **5.5** (reading and writing must be at **5.5**).

Students who have completed a Pearson BTEC Higher National qualification delivered partly or completely in another language but assessed in English will need to demonstrate ability in English to the standard above by the **end** of the programme.

It is up to you to decide what proof of ability students will need to provide.

If students are intending to use this qualification to support entry to a UK pre-registration healthcare or social care education programme, admission tutors are strongly advised to ensure students understand that the English language entry requirements for pre-registration allied health professional, social work, midwifery and registered nurse programmes are higher than those given above.

5.3 Access to study

This section focuses on the administration you will need to carry out when delivering our Pearson BTEC Higher National qualifications. It will be most relevant to quality controllers, programme leaders and examinations officers.

Our qualifications should:

- be available to everyone able to reach the required standards
- be free from any barriers that restrict access and progress, and
- provide equal opportunities for all those who want to access the qualifications.

For more information, please see our *Equity, diversity and inclusion in Pearson qualifications and related services policy*, available at:

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

Please recruit with integrity when registering students to our Pearson BTEC Higher National programmes. You should:

- make sure that students applying have the information and advice they need about the qualification to be sure it meets their needs
- check each student's qualifications and experience to make sure they have the potential to achieve the qualification, and
- for students with disabilities and specific needs, consider the support available to them during teaching and assessment. For more guidance, please see *Section 5.6.2* on reasonable adjustments.

5.4 Student registration and entry

All students should be registered on the qualification they are studying and suitable arrangements need to be made for internal and external verification. For information on making registrations, please see the information manual available in the support section of our website at: <https://qualifications.pearson.com/en/support/support-for-you/exam-officers-administrators/entries-information-manual.html?view=manual>.

Students can be formally assessed only for a qualification on which they are registered. If a student changes the qualification they want to study for (for example if they decide to choose a different specialist pathway), you must transfer their registration to the new pathway. We cannot sample a student's work unless they are registered on the correct pathway.

5.5 Access to assessments

Assessments need to be managed carefully so that all students are treated fairly and that results and certificates are published without delay.

Our equity, diversity and inclusion policy requires that:

- all students have an equal opportunity to access our qualifications and assessments, and
- our qualifications are awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic as defined by law (for example race, sexuality, religious belief) are not disadvantaged in comparison to students who do not share that characteristic

all students achieve the recognition they deserve for taking a qualification, and this achievement can be compared fairly to the achievement of their peers.

For more information on access arrangements, please visit the Joint Council for Qualifications (JCQ) website at: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>.

5.6 Administrative arrangements for internal assessment

5.6.1 Records

You are required to retain records of assessment for each student. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information on quality and assessment can be found in our UK and international guides available in the support section on our website: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>. We may ask to audit your records, so they must be retained as specified. All student work must be retained for a **minimum of 12 weeks** after certification has taken place.

5.6.2 Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a student takes an assessment, to ensure that they have fair access to demonstrate the requirements of the assessments.

You are able to make adjustments to internal assessments to take account of the needs of individual students. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments, if necessary.

Further details on how to make adjustments for students with protected characteristics are available in the support section of our website: <https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

5.6.3 Special consideration

Special consideration is given after an assessment has taken place for students who have been affected by adverse circumstances, such as illness, and require an adjustment of grade to reflect normal level of attainment. You must operate special

consideration in line with Pearson policy. You can provide special consideration related to the period of time given for evidence to be provided, or for the format of the assessment (if it is equally valid). You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the JCQ guide to the special consideration process, which can be downloaded from the JCQ website: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>.

Please note that your centre must have a policy for dealing with mitigating circumstances if students are affected by adverse circumstances, such as illness, which result in non-submission or late submission of assessment.

5.6.4 Appeals against assessment

Your centre must have a policy for dealing with appeals from students. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a programme leader or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to students. If there is an appeal by a student, you must document the appeal and its resolution. Students have a final right of appeal to Pearson, but only if the procedures that you have put in place have been followed.

Further details of our policy on enquiries and appeals are available in the support section of our website: <https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html/> and can be downloaded from the JCQ website: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>.

If your centre is located in England or Wales and the student is still dissatisfied with the final outcome of their appeal, they can make a further appeal to the Office of the Independent Adjudicator (OIA) by emailing: enquiries@oiahe.org.uk. In Northern Ireland a further appeal may be lodged with the Northern Ireland Public Service Ombudsman (NIPSO) by emailing: nipso@nipso.org.uk.

5.7 Dealing with malpractice in assessment

‘Malpractice’ refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: dealing with malpractice and maladministration*, available to download on our website:

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre guidance: dealing with malpractice and maladministration* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The malpractice guidance document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

5.7.1 Student malpractice

The Heads of Centres are required to report incidents of suspected student malpractice that occur during Pearson qualifications. We ask centres to complete a *JCQ Form M1* available to download at: www.jcq.org.uk/malpractice and email it with any accompanying documents (signed statements from the student and invigilator, copies of evidence etc.) to the Investigations Processing team at: candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on students lies with Pearson.

Students must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Students found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

5.7.2 Tutor and centre malpractice

Heads of Centres are required to inform Pearson's Investigations Processing team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The Heads of Centres are requested to inform the investigations team by submitting a *JCQ Form M2* (downloadable from: www.jcq.org.uk/malpractice) with supporting documentation to: pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the

investigations team will conduct the investigation directly or may ask the Head of Centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

5.7.3 Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification, or
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications, or
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members of staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet available to download at: <https://www.jcq.org.uk/exams-office/appeals>.

6.0 Programme structure

6.1 Units, credits, Total Qualification Time (TQT) and work placement/experience

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full time over one year, or part time over two years.

The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full time over two years, or part time over four years.

Pearson would expect an HND student to have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This enables the student to submit the remaining 30 credits at Level 4 while continuing with their Level 5 study.

If an HND student does not complete the full qualification, they may be awarded an HNC if they have gained enough credits.

Pearson BTEC Higher Nationals consist of core units, specialist units and optional units.

- Core and specialist units are mandatory.
- Specialist units provide a specific occupational focus to the qualification, in line with professional body and sector standards and requirements.
- Optional units provide greater depth and breadth of study and can be localised.

Each unit usually carries 15 credits. Units are designed around the amount of time it will take for a student to complete them and receive a qualification. This is known as the total qualification time (TQT). TQT includes guided learning activities, directed learning activities and assessment. Each 15-credit unit has a TQT of 150 hours – 60 guided learning hours (GLH) and 90 of independent learning hours (ILH). (For more information about guided and independent learning see *Sections 6.1.1* and *6.1.2.*)

- **The total qualification time for Higher National Certificate (HNC) = 1,200 hours.**
- **The total qualification time for Higher National Diploma (HND) = 2,400 hours.**

Examples of activities that can contribute to TQT include:

- guided learning
- independent and unsupervised research and learning
- unsupervised creation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessments
- unsupervised coursework
- watching a recorded podcast or webinar, and

- supervised and unsupervised work-based learning.

6.1.1 Guided learning hours

These are the hours where a tutor is present to give specific guidance towards the learning aim being studied. Guided learning hours include lectures, tutorials, placements and supervised study in, for example, open learning centres and learning workshops.

They also include supervised assessment activities such as invigilated exams, observed assessments and observed work-based practice.

- **The total guided learning hours for Higher National Certificate (HNC) = 480 hours.**
- **The total guided learning hours for Higher National Diploma (HND) = 960 hours.**

Examples of activities that can contribute to guided learning include:

- classroom-based learning supervised by a tutor
- placement learning supervised by a practice educator, mentor, supervisor or similar person.
- a live webinar or telephone tutorial with a tutor
- live e-learning supervised by a tutor, and
- all forms of assessment guided or supervised at the time by a tutor or other education or training provider. This includes where the assessment is competence based and turned into a learning opportunity.

6.1.2 Independent learning hours

These are the hours where a student is learning without the direct guidance of a member of centre staff. They are critical to the student's ability to develop knowledge and skills, as well as providing them with the opportunity to develop key transferable skills such as self-discipline, time management and self-motivation.

- **The total independent learning hours for Higher National Certificate (HNC) = 720 hours.**
- **The total independent learning hours for Higher National Diploma (HND) = 1,440 hours.**

Some examples of activities that can contribute to independent learning include:

- self-directed research and investigation
- reading set texts or other sources of information
- watching subject-related videos as part of investigation and research
- reviewing recordings of scheduled sessions or notes from those sessions
- peer activities, such as group meetings and online discussions, where students explore their learning together, and

- reviewing and recording reflections on their own learning.
- Completing development and CPD sections of portfolio

6.1.3 Level 4 work placement/experience requirements

The total qualification time for the Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice includes a minimum requirement of 225 hours' work placement or experience in healthcare, social care or community settings. These hours are part of Unit 401: Developing Professional Practice.

Recommended placement/workplace settings are dependent on the pathway the student is studying. The mandatory elements and assessment of work placement/experience are defined in Unit 401: Developing Professional Practice, and as follows:

Table 2: Mandatory Level 4 work placement/experience hours and requirements. See Appendix 3 for further placement examples.

Minimum number of placements	Types of setting (examples only)	Minimum number of hours in each placement
One	<p>General</p> <ul style="list-style-type: none"> • Hospital – outpatients, ward or specialist department • GP surgery • Nursing home • Hospice • Community settings <p>Leadership and Management pathway</p> <ul style="list-style-type: none"> • An area of healthcare, social care or community support that provides students with the opportunity to work with other leaders and managers, and to practice their own leadership and management skills. <p>Healthcare Science pathway</p> <ul style="list-style-type: none"> • Specialist departments or areas that will enable the specialist learning outcomes to be met 	Each placement area/location/department must enable the student to complete at least 75 hours

	<ul style="list-style-type: none"> • Supporting relevant healthcare professionals in their place of work <p>Social and Community Work pathway</p> <ul style="list-style-type: none"> • Community settings • Social care settings • Supporting social workers in their place of work 	
--	--	--

Further examples of recommended settings for placement are in *Appendix 3* of this specification.

Students can undertake placements in more than one setting, providing each meets the minimum requirement for types of setting as indicated above.

Students can undertake placements in excess above minimum requirements as long as the minimum number of hours in each placement is met.

6.1.3.1 Additional guidance

Placement or workplaces must enable learner to reach occupational Level 4 practice.

Placements in general areas or outpatient departments, hospital departments or general practice settings are advised to include experience in different areas of practice, if this can be arranged. Visits to specialist departments, locations or cross-pathway areas, even for a few hours/days, will benefit learners' knowledge and experience of the wider health and social care sector.

6.1.4 Level 4 supervision and assessment requirements on placement

Students are expected to be allocated a placement supervisor during their placement in each setting.

The supervisor will monitor and contribute to the continuous assessment of their progress by providing formative feedback. They will also validate placement hours, learning logs, learning experiences and other elements that students enter into their placement portfolios.

Validation – confirmed, signed off or ratified by the student's placement supervisor who has been deemed competent:

- at the same or higher occupational level as the student is aiming to achieve
- in the same area of service delivery where the student is placed.

Centres are strongly advised to have a supervision agreement with placement providers so all three parties (students, centre and placement provider) are aware of the supervision requirements.

6.1.5 Level 4 Healthcare Science pathway placement/workplace assessment requirements

Students on the Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice (Healthcare Science) need to work in a setting where they can be appropriately supervised (directly or indirectly) by a statutorily registered healthcare professional such as a Health and Care Professions Council registered allied health professional (clinical scientist, biomedical scientist, therapeutic radiographer etc.) or a Nursing and Midwifery Council registered nurse or midwife. Other public voluntarily registered healthcare professionals or those who are suitably qualified and experienced may be suitable supervisors.

Centres should ensure supervision arrangements are appropriate before students enter placements.

6.1.6 Level 5 work placement/experience requirements

The total qualification time for the Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice includes a requirement of 450 hours' (225 hours Level 4 + 225 hours Level 5 = 450 hours) work placement or experience in healthcare, social care, or community settings. These hours are part of Units: Unit 401: Developing Professional Practice, and Unit 501: Establishing Professional Practice.

Recommended placement/workplace settings are dependent on the pathway the student is studying. The mandatory elements and assessment of work placement/experience are defined in Unit in Unit 501: Establishing Professional Practice, and as follows:

Table 3: Mandatory Level 5 work placement/experience hours and requirements. See Appendix 3 for further placement examples.

Minimum number of placements	Types of setting (examples only)	Minimum number of hours in each placement
Two	<p>General</p> <ul style="list-style-type: none"> • Hospital – outpatients, ward or specialist departments • GP surgery • Nursing home • Hospice • Community settings <p>Leadership and Management pathway</p> <ul style="list-style-type: none"> • An area of healthcare, social care or community support that provides 	Each placement area/location/department must enable the student to complete at least 100 hours

	<p>students with the opportunity to work with other leaders and managers, and to practice their own leadership and management skills.</p> <p>Assisting Healthcare Practice pathway</p> <ul style="list-style-type: none"> • Specialist departments or areas that will enable the specialist learning outcomes to be met. <p>Social and Community Work pathway</p> <ul style="list-style-type: none"> • Community settings • Social care settings • Assisting social workers in their place of work 	
--	--	--

Further examples of recommended settings for placement are in *Appendix 3* of this specification.

Students can undertake placements in excess above minimum requirements as long as the minimum number of hours in each placement is met.

6.1.6.1 Additional guidance

Placements or workplaces must enable learners to reach occupational level 5 practice.

Placements in general areas or outpatient departments, hospital departments or general practice settings are advised to include experience in different areas of practice, if this can be arranged. Visits to specialist departments, locations or cross-pathway areas, even for a few hours/days, will benefit learners' knowledge and experience of the wider health and social care sector.

6.1.7 Level 5 supervision and assessment requirements on placement

Students are expected to be allocated a placement supervisor during their placement in each setting.

The supervisor will monitor and contribute to the continuous assessment of their progress by providing formative feedback. They will also validate placement hours, learning logs, learning experiences and other elements that students enter into their placement portfolios.

Validation – confirmed, signed off or ratified by the student's placement supervisor who has been deemed competent:

- at the same or higher occupational level as the student is aiming to achieve
- in the same area of service delivery where the student is placed.

Centres are strongly advised to have a supervision agreement with placement providers so all three parties (students, centre and placement provider) are aware of the supervision requirements.

6.1.8 Level 5 Healthcare Assisting Healthcare Practice pathway placement/workplace assessment requirements

Students on the Pearson BTEC Level 5 Higher National Certificate in Health and Social Care Practice (Healthcare Science) need to work in a setting where they can be appropriately supervised (directly or indirectly) by a statutorily registered healthcare professional such as a Health and Care Professions Council registered allied health professional (clinical scientist, biomedical scientist, therapeutic radiographer etc.) or a Nursing and Midwifery Council registered nurse or midwife. Other public voluntarily registered healthcare professionals or those who are suitably qualified and experienced may be suitable supervisors.

Centres should ensure supervision arrangements are appropriate before students enter placements.

6.2 Programme structures

Programme structures specify the:

- total credit value of the qualification
- minimum credit to be achieved at the level of the qualification
- core units required
- specialist units required
- optional units available, and
- maximum credit value in units that can be centre-commissioned.

When combining units for a Pearson BTEC Higher National qualification, it is up to the centre to make sure that the correct combinations are followed.

6.2.1 Programme structures overview

These infographics (Figure 1 and Table 4) provide an 'at a glance' view of the pathway structures available in these qualifications. All units are 15 credits unless specified.

- HNC is made up of 120 credits (7 x 15 credit Level 4 units, 1x 30 credit Level 4 unit)
- HND is made up of 240 credits, of which 120 credits are at Level 5 (5 x 15, 2 x 30 credit Level 5 units) and 120 credits are at Level 4 (see previous point)
- At both Levels 4 and 5, specialist units can also be selected as optional units for the standard pathway, and for any of the specialist pathways
- For the general pathway, the combination of units selected must not replicate the rules of combination of any of the other specialist pathways.

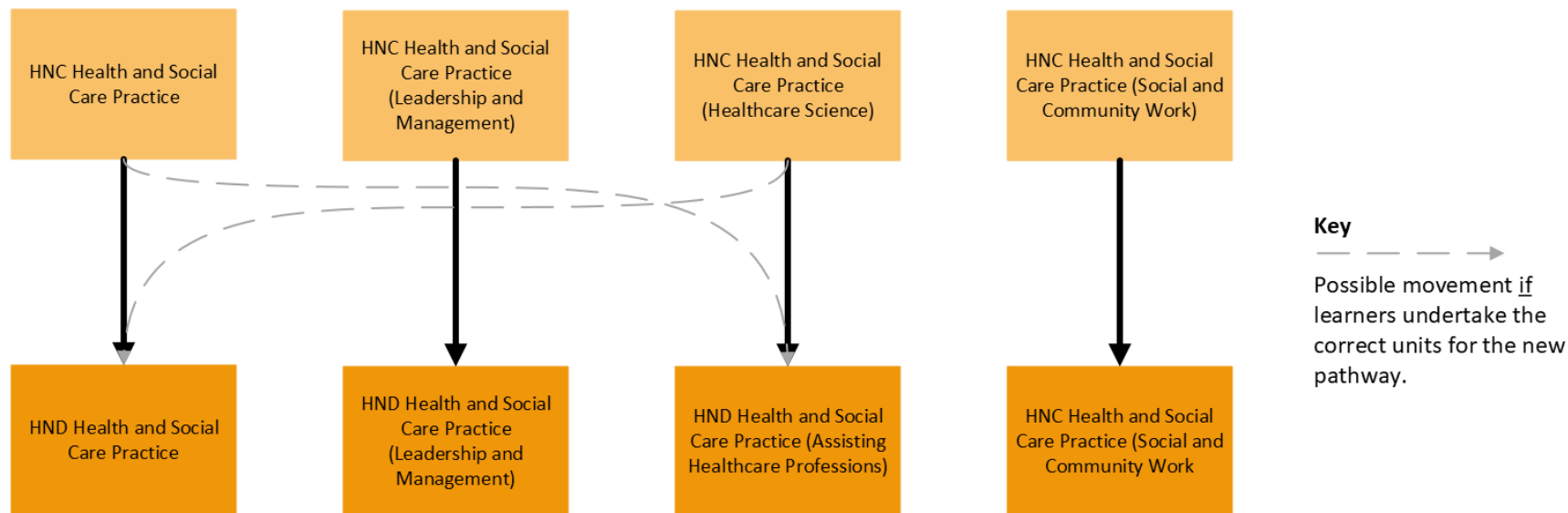


Figure 1 Learner progression from HNC pathways to HND pathways.

Table 4 HNC and HND pathways showing core mandatory, specialist mandatory and space for optional or specialist units.

Level 4

Unit type	Unit number	-	Unit type	Unit number	Leadership and Management pathway	Unit type	Unit number	Healthcare Science pathway	Unit type	Unit number	Social and Community Work pathway
Core Mandatory	401	Developing Professional Practice (30 credits)	Core Mandatory	401	Developing Professional Practice (30 credits)	Core Mandatory	401	Developing Professional Practice (30 credits)	Core Mandatory	401	Developing Professional Practice (30 credits)
Core Mandatory	402	Teamwork and Communication	Core Mandatory	402	Teamwork and Communication	Core Mandatory	402	Teamwork and Communication	Core Mandatory	402	Teamwork and Communication
Core Mandatory	403	Evidence Based Practice (Pearson-set)	Core Mandatory	403	Evidence Based Practice (Pearson-set)	Core Mandatory	403	Evidence Based Practice (Pearson-set)	Core Mandatory	403	Evidence Based Practice (Pearson-set)
Core Mandatory	404	Compassionate Care and Values-based Practice	Core Mandatory	404	Compassionate Care and Values-based Practice	Core Mandatory	404	Compassionate Care and Values-based Practice	Core Mandatory	404	Compassionate Care and Values-based Practice
Optional or specialist			Specialist Mandatory	405	Applying Governance Frameworks in Practice	Specialist Mandatory	408	Applying Science in Healthcare	Specialist Mandatory	407	Planning and Supporting Community Led Activities
Optional or specialist			Specialist Mandatory	406	Developing Leadership Skills	Specialist Mandatory	409	Essentials of Anatomy and Physiology	Optional or specialist		
Optional or specialist			Optional or specialist			Optional or specialist			Optional or specialist		

Level 5

Unit type	Unit number	-	Unit type	Unit number	Leadership and Management pathway	Unit type	Unit number	Assisting Healthcare Professions pathway	Unit type	Unit number	Social and Community Work pathway
Core Mandatory	501	Establishing Professional Practice (30 credits)	Core Mandatory	501	Establishing Professional Practice (30 credits)	Core Mandatory	501	Establishing Professional Practice (30 credits)	Core Mandatory	501	Establishing Professional Practice (30 credits)
Core Mandatory	502	Leadership, Mentoring and Coaching Others	Core Mandatory	502	Leadership, Mentoring and Coaching Others	Core Mandatory	502	Leadership, Mentoring and Coaching Others	Core Mandatory	502	Leadership, Mentoring and Coaching Others
Core Mandatory	503	Unit 503: Innovation and Improvement through Participatory Action Research (Pearson-set) (30 credits)	Core Mandatory	503	Unit 503: Innovation and Improvement through Participatory Action Research (Pearson-set) (30 credits)	Core Mandatory	503	Unit 503: Innovation and Improvement through Participatory Action Research (Pearson-set) (30 credits)	Core Mandatory	503	Unit 503: Innovation and Improvement through Participatory Action Research (Pearson-set) (30 credits)
Optional or specialist			Specialist Mandatory	504	Facilitating Practice Learning and Development	Specialist Mandatory	507	Assisting Practitioners and Professions	Specialist Mandatory	506	Safeguarding Children, Young People and Vulnerable Adults
Optional or specialist			Specialist Mandatory	505	Facilitating Change for Quality Care	Specialist Mandatory	508	Applied Anatomy and Physiology	Optional or specialist		
Optional or specialist			Optional or specialist			Optional or specialist			Optional or specialist		

6.2.2 Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice

- Requires at least 120 credits, all at Level 4
- Total qualification time = 1,200 hours
- Total guided learning hours = 480 hours
- Mix of core, specialist and optional units, totalling 120 credits.

6.2.2.1 Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice

Table 5: Structure for HNC Health and Social Care Practice at Level 4

Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice			
Unit type	Unit	Credits	Level
Core <i>Mandatory</i>	Unit 401: Developing Professional Practice	30	4
Core <i>Mandatory</i>	Unit 402: Teamwork and Communication	15	4
Core <i>Mandatory</i>	Unit 403: Evidence Based Practice (Pearson-set)	15	4
Core <i>Mandatory</i>	Unit 404: Compassionate Care and Values-based Practice	15	4
<p>Plus 45 credits from the Level 4 specialist and optional units below.</p> <p>The combination of units selected must not replicate an alternative specialist pathway, or other BTEC Higher National qualification. Certification claims will be ineligible if a barred combination of units is selected. Pathway registrations can be transferred.</p>			

Level 4 optional units			
Optional unit	Unit 410: Caring for People with Dementia	15	4
Optional unit	Unit 411: Working in High Quality Adult Residential Care	15	4
Optional unit	Unit 412: Introduction to Cancer Diagnosis and Treatment Pathways	15	4
Optional unit	Unit 413: Applied Human Development and Behaviour	15	4
Optional unit	Unit 414: Planning Care in Practice	15	4
Optional unit	Unit 415: Sociological Perspectives	15	4
Optional unit	Unit 416: Addressing Inequalities in Public Health	15	4
Optional unit	Unit 417: Changing Perspectives in Public Health	15	4
Optional unit	Unit 418: Community Development Initiatives	15	4
Level 4 specialist units			
Group: Leadership and Management			
Specialist unit	Unit 405: Applying Governance Frameworks in Practice	15	4
Specialist unit	Unit 406: Developing Leadership Skills	15	4
Group: Healthcare Science			
Specialist unit	Unit 408: Applying Science in Healthcare	15	4
Specialist unit	Unit 409: Essentials of Anatomy and Physiology	15	4
Group: Social and Community Work			
Specialist unit	Unit 407: Planning and Supporting Community Led Activities	15	4
<p>Unit descriptors can be found in the accompanying document, <i>Unit Descriptors for the Pearson BTEC Higher Nationals Health and Social Care Practice</i>, which can be found at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/health-and-social-care-practice-2025.html.</p>			

6.2.2.2 Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice (Leadership and Management)

Table 6: Structure for Leadership and Management pathway at Level 4

Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice (Leadership and Management)			
Unit type	Unit	Credits	Level
Core <i>Mandatory</i>	Unit 401: Developing Professional Practice	30	4
Core <i>Mandatory</i>	Unit 402: Teamwork and Communication	15	4
Core <i>Mandatory</i>	Unit 403: Evidence Based Practice (Pearson-set)	15	4
Core <i>Mandatory</i>	Unit 404: Compassionate Care and Values-based Practice	15	4
Specialist <i>Mandatory</i>	Unit 405: Applying Governance Frameworks in Practice	15	4
Specialist <i>Mandatory</i>	Unit 406: Developing Leadership Skills	15	4
<p>Plus 15 credits from the Level 4 specialist and optional units below.</p> <p>The combination of units selected must not replicate an alternative specialist pathway, or other BTEC Higher National qualification. Certification claims will be ineligible if a barred combination of units is selected. Pathway registrations can be transferred.</p>			

Level 4 optional units			
Optional unit	Unit 410: Caring for People with Dementia	15	4
Optional unit	Unit 411: Working in High Quality Adult Residential Care	15	4
Optional unit	Unit 412: Introduction to Cancer Diagnosis and Treatment Pathways	15	4
Optional unit	Unit 413: Applied Human Development and Behaviour	15	4
Optional unit	Unit 414: Planning Care in Practice	15	4
Optional unit	Unit 415: Sociological Perspectives	15	4
Optional unit	Unit 416: Addressing Inequalities in Public Health	15	4
Optional unit	Unit 417: Changing Perspectives in Public Health	15	4
Optional unit	Unit 418: Community Development Initiatives	15	4
Level 4 specialist units			
Group: Healthcare Science			
Specialist unit	Unit 408: Applying Science in Healthcare	15	4
Specialist unit	Unit 409: Essentials of Anatomy and Physiology	15	4
Group: Social and Community Work			
Specialist unit	Unit 407: Planning and Supporting Community Led Activities	15	4
<p>Unit descriptors can be found in the accompanying document, <i>Unit Descriptors for the Pearson BTEC Higher Nationals Health and Social Care Practice</i>, which can be found at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/health-and-social-care-practice-2025.html.</p>			

6.2.2.3 Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice (Healthcare Science)

Table 7: Structure for Healthcare Science pathway at Level 4

Pearson BTEC Level 4 Higher National Certificate Health and Social Care Practice (Healthcare Science)			
Unit type	Unit	Credits	Level
Core <i>Mandatory</i>	Unit 401: Developing Professional Practice	30	4
Core <i>Mandatory</i>	Unit 402: Teamwork and Communication	15	4
Core <i>Mandatory</i>	Unit 403: Evidence Based Practice (Pearson-set)	15	4
Core <i>Mandatory</i>	Unit 404: Compassionate Care and Values-based Practice	15	4
Specialist <i>Mandatory</i>	Unit 408: Applying Science in Healthcare	15	4
Specialist <i>Mandatory</i>	Unit 409: Essentials of Anatomy and Physiology	15	4
<p>Plus 15 credits from the Level 4 specialist and optional units below.</p> <p>The combination of units selected must not replicate an alternative specialist pathway, or other BTEC Higher National qualification. Certification claims will be ineligible if a barred combination of units is selected. Pathway registrations can be transferred.</p>			

Level 4 optional units			
Optional unit	Unit 410: Caring for People with Dementia	15	4
Optional unit	Unit 411: Working in High Quality Adult Residential Care	15	4
Optional unit	Unit 412: Introduction to Cancer Diagnosis and Treatment Pathways	15	4
Optional unit	Unit 413: Applied Human Development and Behaviour	15	4
Optional unit	Unit 414: Planning Care in Practice	15	4
Optional unit	Unit 415: Sociological Perspectives	15	4
Optional unit	Unit 416: Addressing Inequalities in Public Health	15	4
Optional unit	Unit 417: Changing Perspectives in Public Health	15	4
Optional unit	Unit 418: Community Development Initiatives	15	4
Level 4 specialist units			
Group: Leadership and Management			
Specialist unit	Unit 405: Applying Governance Frameworks in Practice	15	4
Specialist unit	Unit 406: Developing Leadership Skills	15	4
Group: Social and Community Work			
Specialist unit	Unit 407: Planning and Supporting Community Led Activities	15	4
<p>Unit descriptors can be found in the accompanying document, <i>Unit Descriptors for the Pearson BTEC Higher Nationals Health and Social Care Practice</i>, which can be found at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/health-and-social-care-practice-2025.html.</p>			

6.2.2.4 Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice (Social and Community Work)

Table 8: Structure for Social and Community Work pathway at Level 4

Pearson BTEC Level 4 Higher National Certificate Health and Social Care Practice (Social and Community Work)			
Unit type	Unit	Credits	Level
Core <i>Mandatory</i>	Unit 401: Developing Professional Practice	30	4
Core <i>Mandatory</i>	Unit 402: Teamwork and Communication	15	4
Core <i>Mandatory</i>	Unit 403: Evidence Based Practice (Pearson-set)	15	4
Core <i>Mandatory</i>	Unit 404: Compassionate Care and Values-based Practice	15	4
Specialist <i>Mandatory</i>	Unit 407: Planning and Supporting Community Led Activities	15	4
<p>Plus 30 credits from the Level 4 specialist and optional units below.</p> <p>The combination of units selected must not replicate an alternative specialist pathway, or other BTEC Higher National qualification. Certification claims will be ineligible if a barred combination of units is selected. Pathway registrations can be transferred.</p>			

Level 4 optional units			
Optional unit	Unit 410: Caring for People with Dementia	15	4
Optional unit	Unit 411: Working in High Quality Adult Residential Care	15	4
Optional unit	Unit 412: Introduction to Cancer Diagnosis and Treatment Pathways	15	4
Optional unit	Unit 413: Applied Human Development and Behaviour	15	4
Optional unit	Unit 414: Planning Care in Practice	15	4
Optional unit	Unit 415: Sociological Perspectives	15	4
Optional unit	Unit 416: Addressing Inequalities in Public Health	15	4
Optional unit	Unit 417: Changing Perspectives in Public Health	15	4
Optional unit	Unit 418: Community Development Initiatives	15	4
Level 4 specialist units			
Group: Leadership and Management			
Specialist unit	Unit 405: Applying Governance Frameworks in Practice	15	4
Specialist unit	Unit 406: Developing Leadership Skills	15	4
Group: Healthcare Science			
Specialist unit	Unit 409: Essentials of Anatomy and Physiology	15	4
Specialist unit	Unit 408: Applying Science in Healthcare	15	4
Unit descriptors can be found in the accompanying document, <i>Unit Descriptors for the Pearson BTEC Higher Nationals Health and Social Care Practice</i> , which can be found at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/health-and-social-care-practice-2025.html .			

6.2.3 Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice

- Requires 240 credits, of which 120 credits are at Level 5 and 120 credits are at Level 4.
- Total qualification time = 2,400 hours.
- Total guided learning hours = 960 hours.
- Mix of core, specialist and optional units, totalling 240 credits.

6.2.3.1 Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice

Table 9: Structure for Higher National Diploma in Health and Social Care Practice Level 5

Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice			
Level 4 units			
Unit type	Unit	Credits	Level
Core Mandatory	Unit 401: Developing Professional Practice	30	4
Core Mandatory	Unit 402: Teamwork and Communication	15	4
Core Mandatory	Unit 403: Evidence Based Practice (Pearson-set)	15	4
Core Mandatory	Unit 404: Compassionate Care and Values-based Practice	15	4
<p>Plus 45 credits from the Level 4 specialist and optional units below.</p> <p>The combination of units selected must not replicate an alternative specialist pathway, or other BTEC Higher National qualification. Certification claims will be ineligible if a barred combination of units is selected. Pathway registrations can be transferred.</p>			
Level 5 units			
Unit type	Unit	Credits	Level
Core Mandatory	Unit 501: Establishing Professional Practice	30	5
Core Mandatory	Unit 502: Leadership, Mentoring and Coaching Others	15	5
Core Mandatory	Unit 503: Innovation and Improvement through Participatory Action Research (Pearson-set)	30	5
<p>Plus 45 credits from the Level 5 specialist and optional units below.</p>			

The combination of units selected must not replicate an alternative specialist pathway, or other BTEC Higher National qualification. Certification claims will be ineligible if a barred combination of units is selected. Pathway registrations can be transferred.

Level 4 optional units			
Optional unit	Unit 410: Caring for People with Dementia	15	4
Optional unit	Unit 411: Working in High Quality Adult Residential Care	15	4
Optional unit	Unit 412: Introduction to Cancer Diagnosis and Treatment Pathways	15	4
Optional unit	Unit 413: Applied Human Development and Behaviour	15	4
Optional unit	Unit 414: Planning Care in Practice	15	4
Optional unit	Unit 415: Sociological Perspectives	15	4
Optional unit	Unit 416: Addressing Inequalities in Public Health	15	4
Optional unit	Unit 417: Changing Perspectives in Public Health	15	4
Optional unit	Unit 418: Community Development Initiatives	15	4
Level 4 specialist units			
Group: Leadership and Management			
Specialist unit	Unit 405: Applying Governance Frameworks in Practice	15	4
Specialist unit	Unit 406: Developing Leadership Skills	15	4
Group: Healthcare Science			
Specialist unit	Unit 408: Applying Science in Healthcare	15	4
Specialist unit	Unit 409: Essentials of Anatomy and Physiology	15	4

Group: Social and Community Work			
Specialist unit	Unit 407: Planning and Supporting Community Led Activities	15	4
Level 5 optional units			
Optional unit	Unit 509: Leading Quality care	15	5
Optional unit	Unit 510: Pharmacology and Medicine Management	15	5
Optional unit	Unit 511: End of Life Planning and Support	15	5
Optional unit	Unit 512: Conflict and Resolution	15	5
Optional unit	Unit 513: Mental Health: Understanding Distress, Disorders, and Community Support	15	5
Optional unit	Unit 514: Housing and Homelessness	15	5
Optional unit	Unit 515: Further Understanding of Cancer Care	15	5
Optional unit	Unit 516: Approaches to Disability	15	5
Optional unit	Unit 517: Health Psychology in Integrated Care: A Multidisciplinary Approach	15	5
Optional unit	Unit 518 Growing Careers in Health and Care	15	5
Optional unit	Unit 519: Project Management	15	5
Optional unit	Unit 520: Community Development Projects	15	5
Optional unit	Unit 521: Working with People Affected by Drug and Alcohol Addictions	15	5
Level 5 specialist units			
Group: Leadership and Management			
Specialist unit	Unit 504: Facilitating Practice Learning and Development	15	5
Specialist unit	Unit 505: Facilitating Change for Quality Care	15	5

Group: Assisting Healthcare Professions			
Specialist unit	Unit 507: Assisting Practitioners and Professions	15	5
Specialist unit	Unit 508: Applied Anatomy and Physiology	15	5
Group: Social and Community Work			
Specialist unit	Unit 506: Safeguarding Children, Young People and Vulnerable Adults	15	5
<p>Unit descriptors can be found in the accompanying document, <i>Unit Descriptors for the Pearson BTEC Higher Nationals Health and Social Care Practice</i>, which can be found at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/health-and-social-care-practice-2025.html.</p>			

6.2.3.2 Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice (Leadership and Management)

Table 10: Structure for Leadership and Management pathway Level 5

Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice (Leadership and Management)			
Level 4 units			
Unit type	Unit	Credits	Level
Core <i>Mandatory</i>	Unit 401: Developing Professional Practice	30	4
Core <i>Mandatory</i>	Unit 402: Teamwork and Communication	15	4
Core <i>Mandatory</i>	Unit 403: Evidence Based Practice (Pearson-set)	15	4
Core <i>Mandatory</i>	Unit 404: Compassionate Care and Values-based Practice	15	4
Specialist <i>Mandatory</i>	Unit 405: Applying Governance Frameworks in Practice	15	4
Specialist <i>Mandatory</i>	Unit 406: Developing Leadership Skills	15	4
<p>Plus 15 credits from the Level 4 specialist and optional units below.</p> <p>The combination of units selected must not replicate an alternative specialist pathway, or other BTEC Higher National qualification. Certification claims will be ineligible if a barred combination of units is selected. Pathway registrations can be transferred.</p>			
Level 5 units			
Unit type	Unit	Credits	Level
Core <i>Mandatory</i>	Unit 501: Establishing Professional Practice	30	5
Core <i>Mandatory</i>	Unit 502: Leadership, Mentoring and Coaching Others	15	5
Core <i>Mandatory</i>	Unit 503: Innovation and Improvement through Participatory Action Research (Pearson-set)	30	5
Specialist <i>Mandatory</i>	Unit 504: Facilitating Practice Learning and Development	15	5
Specialist <i>Mandatory</i>	Unit 505: Facilitating Change for Quality Care	15	5
<p>Plus 15 credits from the Level 5 specialist and optional units below.</p>			

The combination of units selected must not replicate an alternative specialist pathway, or other BTEC Higher National qualification. Certification claims will be ineligible if a barred combination of units is selected. Pathway registrations can be transferred.

Level 4 optional units			
Optional unit	Unit 410: Caring for People with Dementia	15	4
Optional unit	Unit 411: Working in High Quality Adult Residential Care	15	4
Optional unit	Unit 412: Introduction to Cancer Diagnosis and Treatment Pathways	15	4
Optional unit	Unit 413: Applied Human Development and Behaviour	15	4
Optional unit	Unit 414: Planning Care in Practice	15	4
Optional unit	Unit 415: Sociological Perspectives	15	4
Optional unit	Unit 416: Addressing Inequalities in Public Health	15	4
Optional unit	Unit 417: Changing Perspectives in Public Health	15	4
Optional unit	Unit 418: Community Development Initiatives	15	4
Level 4 specialist units			
Group: Healthcare Science			
Specialist unit	Unit 408: Applying Science in Healthcare	15	4
Specialist unit	Unit 409: Essentials of Anatomy and Physiology	15	4
Group: Social and Community Work			
Specialist unit	Unit 407: Planning and Supporting Community Led Activities	15	4

Level 5 optional units			
Optional unit	Unit 509: Leading Quality care	15	5
Optional unit	Unit 510: Pharmacology and Medicine Management	15	5
Optional unit	Unit 511: End of Life Planning and Support	15	5
Optional unit	Unit 512: Conflict and Resolution	15	5
Optional unit	Unit 513: Mental Health: Understanding Distress, Disorders, and Community Support	15	5
Optional unit	Unit 514: Housing and Homelessness	15	5
Optional unit	Unit 515: Further Understanding of Cancer Care	15	5
Optional unit	Unit 516: Approaches to Disability	15	5
Optional unit	Unit 517: Health Psychology in Integrated Care: A Multidisciplinary Approach	15	5
Optional unit	Unit 518 Growing Careers in Health and Care	15	5
Optional unit	Unit 519: Project Management	15	5
Optional unit	Unit 520: Community Development Projects	15	5
Optional unit	Unit 521: Working with People Affected by Drug and Alcohol Addictions	15	5
Level 5 specialist units			
Group: Assisting Healthcare Professions			
Specialist unit	Unit 507: Assisting Practitioners and Professions	15	5
Specialist unit	Unit 508: Applied Anatomy and Physiology	15	5

Group: Social and Community Work			
Specialist unit	Unit 506: Safeguarding Children, Young People and Vulnerable Adults	15	5
Unit descriptors can be found in the accompanying document, <i>Unit Descriptors for the Pearson BTEC Higher Nationals Health and Social Care Practice</i> , which can be found at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/health-and-social-care-practice-2025.html .			

6.2.3.3 Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice (Assisting Healthcare Professions)

Table 11: Structure for Assisting Professions pathway Level 5

Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice (Assisting Healthcare Professions)			
Level 4 units			
Unit type	Unit	Credits	Level
Core Mandatory	Unit 401: Developing Professional Practice	30	4
Core Mandatory	Unit 402: Teamwork and Communication	15	4
Core Mandatory	Unit 403: Evidence Based Practice (Pearson-set)	15	4
Core Mandatory	Unit 404: Compassionate Care and Values-based Practice	15	4
Specialist Mandatory	Unit 408: Applying Science in Healthcare	15	4
Specialist Mandatory	Unit 409: Essentials of Anatomy and Physiology	15	4
<p>Plus 15 credits from the Level 4 specialist and optional units below.</p> <p>The combination of units selected must not replicate an alternative specialist pathway, or other BTEC Higher National qualification. Certification claims will be ineligible if a barred combination of units is selected. Pathway registrations can be transferred.</p>			
Level 5 units			
Unit type	Unit	Credits	Level
Core Mandatory	Unit 501: Establishing Professional Practice	30	5
Core Mandatory	Unit 502: Leadership, Mentoring and Coaching Others	15	5
Core Mandatory	Unit 503: Innovation and Improvement through Participatory Action Research (Pearson-set)	30	5
Specialist Mandatory	Unit 507: Assisting Practitioners and Professions	15	5
Specialist Mandatory	Unit 508: Applied Anatomy and Physiology	15	5
<p>Plus 15 credits from the Level 5 specialist and optional units below.</p>			

The combination of units selected must not replicate an alternative specialist pathway, or other BTEC Higher National qualification. Certification claims will be ineligible if a barred combination of units is selected. Pathway registrations can be transferred.

Level 4 optional units			
Optional unit	Unit 410: Caring for People with Dementia	15	4
Optional unit	Unit 411: Working in High Quality Adult Residential Care	15	4
Optional unit	Unit 412: Introduction to Cancer Diagnosis and Treatment Pathways	15	4
Optional unit	Unit 413: Applied Human Development and Behaviour	15	4
Optional unit	Unit 414: Planning Care in Practice	15	4
Optional unit	Unit 415: Sociological Perspectives	15	4
Optional unit	Unit 416: Addressing Inequalities in Public Health	15	4
Optional unit	Unit 417: Changing Perspectives in Public Health	15	4
Optional unit	Unit 418: Community Development Initiatives	15	4
Level 4 specialist units			
Group: Leadership and Management			
Specialist unit	Unit 405: Applying Governance Frameworks in Practice	15	4
Specialist unit	Unit 406: Developing Leadership Skills	15	4
Group: Social and Community Work			
Specialist unit	Unit 407: Planning and Supporting Community Led Activities	15	4

Level 5 optional units			
Optional unit	Unit 508: Applied Anatomy and Physiology	15	5
Optional unit	Unit 509: Leading Quality care	15	5
Optional unit	Unit 510: Pharmacology and Medicine Management	15	5
Optional unit	Unit 511: End of Life Planning and Support	15	5
Optional unit	Unit 512: Conflict and Resolution	15	5
Optional unit	Unit 513: Mental Health: Understanding Distress, Disorders, and Community Support	15	5
Optional unit	Unit 514: Housing and Homelessness	15	5
Optional unit	Unit 515: Further Understanding of Cancer Care	15	5
Optional unit	Unit 516: Approaches to Disability	15	5
Optional unit	Unit 517: Health Psychology in Integrated Care: A Multidisciplinary Approach	15	5
Optional unit	Unit 518 Growing Careers in Health and Care	15	5
Optional unit	Unit 519: Project Management	15	5
Optional unit	Unit 520: Community Development Projects	15	5
Optional unit	Unit 521: Working with People Affected by Drug and Alcohol Addictions	15	5
Level 5 specialist units			
Group: Leadership and Management			
Specialist unit	Unit 504: Facilitating Practice Learning and Development	15	5
Specialist unit	Unit 505: Facilitating Change for Quality Care	15	5

Group: Social and Community Work			
Specialist unit	Unit 506: Safeguarding Children, Young People and Vulnerable Adults	15	5
Unit descriptors can be found in the accompanying document, <i>Unit Descriptors for the Pearson BTEC Higher Nationals Health and Social Care Practice</i> , which can be found at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/health-and-social-care-practice-2025.html .			

6.2.3.4 Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice (Social and Community Work)

Table 12: Structure for Social and Community Work pathway Level 5

Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice (Social and Community Work)			
Level 4 units			
Unit type	Unit	Credits	Level
Core Mandatory	Unit 401: Developing Professional Practice	30	4
Core Mandatory	Unit 402: Teamwork and Communication	15	4
Core Mandatory	Unit 403: Evidence Based Practice (Pearson-set)	15	4
Core Mandatory	Unit 404: Compassionate Care and Values-based Practice	15	4
Specialist Mandatory	Unit 407: Planning and Supporting Community Led Activities	15	4
<p>Plus 30 credits from the Level 4 specialist and optional units below.</p> <p>The combination of units selected must not replicate an alternative specialist pathway, or other BTEC Higher National qualification. Certification claims will be ineligible if a barred combination of units is selected. Pathway registrations can be transferred.</p>			
Level 5 units			
Unit type	Unit	Credits	Level
Core Mandatory	Unit 501: Establishing Professional Practice	30	5
Core Mandatory	Unit 502: Leadership, Mentoring and Coaching Others	15	5
Core Mandatory	Unit 503: Innovation and Improvement through Participatory Action Research (Pearson-set)	30	5
Specialist Mandatory	Unit 506: Safeguarding Children, Young People and Vulnerable Adults	15	5
<p>Plus 30 credits from the Level 5 specialist and optional units below.</p> <p>The combination of units selected must not replicate an alternative specialist pathway, or other BTEC Higher National qualification. Certification claims will be ineligible if a barred combination of units is selected. Pathway registrations can be transferred.</p>			

Level 4 optional units			
Optional unit	Unit 410: Caring for People with Dementia	15	4
Optional unit	Unit 411: Working in High Quality Adult Residential Care	15	4
Optional unit	Unit 412: Introduction to Cancer Diagnosis and Treatment Pathways	15	4
Optional unit	Unit 413: Applied Human Development and Behaviour	15	4
Optional unit	Unit 414: Planning Care in Practice	15	4
Optional unit	Unit 415: Sociological Perspectives	15	4
Optional unit	Unit 416: Addressing Inequalities in Public Health	15	4
Optional unit	Unit 417: Changing Perspectives in Public Health	15	4
Optional unit	Unit 418: Community Development Initiatives	15	4
Level 4 specialist units			
Group: Leadership and Management			
Specialist unit	Unit 405: Applying Governance Frameworks in Practice	15	4
Specialist unit	Unit 406: Developing Leadership Skills	15	4
Group: Healthcare Science			
Specialist unit	Unit 408: Applying Science in Healthcare	15	4
Specialist unit	Unit 409: Essentials of Anatomy and Physiology	15	4
Level 5 optional units			
Optional unit	Unit 509: Leading Quality care	15	5
Optional unit	Unit 510: Pharmacology and Medicine Management	15	5
Optional unit	Unit 511: End of Life Planning and Support	15	5

Optional unit	Unit 512: Conflict and Resolution	15	5
Optional unit	Unit 513: Mental Health: Understanding Distress, Disorders, and Community Support	15	5
Optional unit	Unit 514: Housing and Homelessness	15	5
Optional unit	Unit 515: Further Understanding of Cancer Care	15	5
Optional unit	Unit 516: Approaches to Disability	15	5
Optional unit	Unit 517: Health Psychology in Integrated Care: A Multidisciplinary Approach	15	5
Optional unit	Unit 518 Growing Careers in Health and Care	15	5
Optional unit	Unit 519: Project Management	15	5
Optional unit	Unit 520: Community Development Projects	15	5
Optional unit	Unit 521: Working with People Affected by Drug and Alcohol Addictions	15	5
Level 5 specialist units			
Group: Leadership and Management			
Specialist unit	Unit 504: Facilitating Practice Learning and Development	15	4
Specialist unit	Unit 505: Facilitating Change for Quality Care	15	5
Group: Assisting Healthcare Professions			
Specialist unit	Unit 507: Assisting Practitioners and Professions	15	5
Specialist unit	Unit 508: Applied Anatomy and Physiology	15	5
<p>Unit descriptors can be found in the accompanying document, Unit Descriptors for the Pearson BTEC Higher Nationals Health and Social Care Practice, which can be found at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/health-and-social-care-practice-2025.html.</p>			

6.2.4 Meeting local needs

When developing our Pearson BTEC Higher National qualifications, we consulted centres, employers and professional organisations. We designed the units to meet the skill needs of the sector and to cover the full range of employment opportunities it offers. You should make full use of the choices available to you within the specialist pathways to meet the needs of your students and local skills and training needs.

If you find the units that we offer do not meet a certain need, you can apply to import units from other Regulated Qualifications Framework (RQF) Pearson BTEC Higher National qualifications through the Meeting Local Needs (MLN) process. You will need to justify your reasons for using these other units. Your application must be in before 31 January of the calendar year in which you want to use the units. For more information please visit: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/higher-nationals/meeting-local-needs.html> or contact your Pearson regional contact.

There are some restrictions on importing units from other RQF Pearson BTEC Higher National qualifications.

- For the RQF Pearson BTEC HNC qualification, a maximum of 30 credits can be imported into the optional unit allowance.
- For the RQF Pearson BTEC HND qualification, a maximum of 60 credits can be imported; 30 credits at Level 4 and 30 credits at Level 5.
- You cannot use MLN units to replace mandatory units in any qualification.
- You must still follow the qualification's rules of combination.

The table below shows the maximum number of credits you can import by pathway for our Pearson BTEC Higher Nationals in Health and Social Care Practice qualifications.

Table 13: Shows the maximum number of credits that can be imported by pathway

Qualification	Pathway	Import at Level 4	Import at Level 5
Pearson BTEC Level 4 Higher National Certificate in Health and Social Care Practice	-	30	N/A
	Leadership and Management	15	N/A
	Healthcare Science	15	N/A
	Social and Community Work	30	N/A
Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice	-	30	30
	Leadership and Management	15	15
	Assisting Healthcare Practice	15	15
	Social and Community Work	30	30

6.2.5 Commissioning new units for Pearson BTEC Higher Nationals

If the MLN process does not provide enough flexibility in terms of qualification structure, you can ask us to develop new units to meet your needs. You will need to fill in an application form explaining the reasons for your request. You must apply a full year ahead of the year in which you want to deliver the new unit.

If we agree to your application, we will develop the new unit in consultation with you.

We would be pleased to discuss your ideas for commissioning new units. For more information, please see the custom-designed Higher Nationals section of our website at: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/building-a-bespoke-btec-higher-national-qualification.html>.

6.3 Pearson-set units

Pearson-set units form part of the core units. Pearson will decide on a theme each year.

It is a formal requirement that you must:

- apply the theme to Level 4 and Level 5 units, and
- develop an assignment, to be internally assessed, to involve students in work related to the theme.

You will find support in the Pearson-set Assignment Guidance for the units, and the theme and topic release documentation, which will be provided for each level, on the HN Global website at: <https://hnglobal.ighernationals.com/>.

The Pearson-set unit provides a common framework for centres to develop work that will allow us to:

- compare information across the sector and
- identify and share best practice in higher education teaching and learning.

We will share the best practice results with all centres.

For more information about assessing Pearson-set units, please see *Section 7*.

6.4 Unit descriptor example

The unit descriptor is how we define the individual units of study that make up a Higher National qualification. Students will complete the units included in the programme that you offer at your centre.

You can use any of the unit descriptors found in the accompanying document, *Unit Descriptors for the Pearson BTEC Higher Nationals in Health and Social Care Practice*, which can be found at: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/health-and-social-care-practice-2025.html>. We have described each part of the unit as follows:

Table 14: Unit descriptor description

Unit title	A general statement of what the unit will cover.
Unit code	The Ofqual unit reference number.
Unit type	There are three unit types: <ul style="list-style-type: none"> • core (mandatory to all pathways) • specialist (mandatory to specific pathways) • optional (available to most pathways).
Unit level	All our Pearson BTEC Higher National units are at Levels 4 or 5.
Credit value	The credit value relates to the total qualification time (TQT) and unit learning hours (ULH). It is easy to calculate: <ul style="list-style-type: none"> • 1 credit = 10 ULH • 15 credits = 150 ULH. To complete a Higher National Certificate or Higher National Diploma, students must achieve all of the credits required. Refer to <i>Section 7.5</i> in the programme specification.
Introduction	Some general notes on the unit: <ul style="list-style-type: none"> • setting the scene • stating the purpose and aim, and • outlining the topics to be learnt and skills gained through the unit.
Learning Outcomes	These clearly explain what students will be able to do after completing the unit. There are usually four Learning Outcomes for each unit.
Essential Content	This section covers the content that students can expect to study as they work towards achieving their Learning Outcomes.
Learning Outcomes and Assessment Criteria	Tutors can refer to this table when grading assignments. The table connects the unit's Learning Outcomes with the student's work. Assignments can be graded at 'Pass' (P), 'Merit' (M) and 'Distinction' (D), depending on the quality of the student's work.
Suggested assessment method(s)	Tutors can choose to develop assignment briefs in line with the suggestion or not. The methods are suggestions only, not mandates.
Recommended Resources	This section lists the resources that students should use to support their study for the unit. It includes books, journals and online material. The programme tutor may also suggest resources, particularly for local information. It may also contain delivery requirements, e.g., specific equipment, case study material and learning resources depending on the subject.

6.4.1 Web resources – referencing

Some units have web resources as part of their Recommended Resources list. Hyperlinking to these resources directly can cause problems, as their locations and addresses may change. To avoid this problem we only link to the main page of the website and signpost students and tutors to the section where the resource can be found. Thereby, we have referenced web resources as follows:

- [1] A link to the main page of the website
- [2] The title of the site
- [3] The section of the website where the resource can be found
- [4] The type of resource it is, for example:
 - research
 - general reference
 - tutorials
 - training
 - e-books
 - report
 - wiki
 - article
 - datasets
 - development tool
 - discussion forum.

Example

<https://casp-uk.net/>

Critical Appraisal Skills Programme

“CASP Checklists”

(General reference)

www.health-ni.gov.uk

Department of Health, Northern Ireland

Government website of national policy, law and practice in Northern Ireland, including links to NI health and social care trusts

(General reference)

www.learningforinvolvement.org.uk

Learning for Involvement: National Institute
for Health and Care Research

“Co-producing a research project” (Co-
production collection)

(General reference)

Students and tutors must use a referencing system to cite and reference resources in an academic format.

7.0 Assessment

Pearson BTEC Higher Nationals are assessed using a combination of:

- centre-developed internal assignments that are set and assessed by centres, and
- Pearson-set assignments, which are set by centres in line with our guidelines and graded by centres.

Pearson-set units are mandatory and target particular sector-specific skills and current practice. The number and value of these units are dependent on qualification size. Furthermore:

- for the HNC, centres will assess one compulsory Pearson-set unit targeted at particular skills:
 - one Level 4 core unit carrying 15 credits
- for the HND, centres will assess two compulsory Pearson-set units targeted at particular skills:
 - one Level 4 core unit carrying 15 credits
 - one Level 5 core unit carrying 30 credits.

All other units are assessed through internal assignments set by the centre.

7.1 Principles of internal assessment

This section summarises the main features of internal assessment and explains how you can offer it effectively. Full details are given in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* handbook, downloadable in the enhanced quality assurance section of our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>. All of your assessment team will need to refer to this document.

For Pearson BTEC Higher Nationals, you must meet the expectations of stakeholders and the needs of students by providing a programme that is practical and applied. You can tailor programmes to meet local needs and should use links with local employers and the wider business sector.

Effective internal assessment is challenging, engaging, practical and up to date. It must also be fair to all students and meet national standards.

7.1.1 Assessment through assignments

For internally assessed units, assessment takes the form of an assignment carried out after the unit (or part of the unit if several assignments are used) has been delivered. An assignment may take a variety of forms, including practical and written. It is a distinct activity completed independently by students (alone or in a team). It is

separate from teaching, practice, exploration and other activities that students complete with direction from tutors.

Students should receive each assignment as an assignment brief with a hand-out date, a completion date and clear requirements for the evidence they must provide. There may also be specific practical activities which the student must complete under tutor or practice supervisor observation as part of the assignment. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment grade based on the assessment criteria.

7.1.2 Using unit-based criteria

You must base your assessment decisions for Pearson BTEC Higher Nationals on the specific criteria we have provided for each unit and grade level. We have based these criteria on a framework to make sure that standards are consistent in the qualification and across the whole range of qualifications. We have developed each unit to assess the student's understanding, practical skills and the vocational qualities necessary for the qualification.

The assessment criteria for a unit are based on a hierarchy. For example, if a Merit criterion requires the student to show 'analyses' and the related Pass criterion requires the student to 'explain', then to gain a Merit the student will need to cover both 'explain' and 'analyses'. The unit assessment criteria grid shows the relationships among the criteria so that assessors can apply all the criteria to the student's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessments for a unit, the assessment team can give a grade for the unit. This grade is based on the highest level the student is judged to have met for all the criteria.

- To achieve a Pass, a student must have met all the pass criteria for the Learning Outcomes, demonstrating that they have covered the unit content and achieved Level 4 or 5 of the national framework.
- To achieve a Merit, a student must have met all the Merit criteria (and the Pass criteria) through high performance in each Learning Outcome.
- To achieve a Distinction, a student must have met all the Distinction criteria (and the Pass and Merit criteria), demonstrating outstanding performance across the whole unit.

A Pass cannot be awarded just because the student has completed all the assignments. Students must meet all of the Pass criteria. If they do not, their grade should be reported as 'unclassified'.

7.1.3 The assessment team

You will need an effective team for internal assessment. There are three key roles involved, each with different responsibilities. These roles are listed below:

- The **Programme Leader** is responsible for the programme, its assessment and internal monitoring to meet our requirements. They must register with us each year. They are also responsible for:
 - record keeping
 - liaising with the standards verifier
 - acting as an assessor
 - supporting the rest of the assessment team
 - making sure that the team has the information it needs about our assessment requirements
 - organising training, and
 - using our guidance and support materials.
- **Internal Verifiers** oversee all assessment activity with the programme leader. They check that assignments and assessment decisions are valid and meet our requirements. All internal verifiers will follow the same standards and procedures as instructed by your programme leader. Internal verifiers are usually also assessors, but they do not verify their own assessments.
- **Assessors** set assignments or use assignments to assess students to national standards. Before taking any assessment decisions, they are trained by the programme leader to all work to the same standards and procedures. They also work with the programme leader and internal verifiers to make sure the assessment is planned and carried out in line with our requirements.

Our external examiner will sample student work across your assessors. They will also want to see evidence of how you have verified assignments and will assess your decisions.

Full information is provided in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

7.1.4 Effective organisation

Internal assessment needs to be well organised so that you can track student progress and so that we can make sure your assessments are in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that all your students can complete their assignments on time.

When developing an overall plan for delivering and assessing your programme, you will need to consider:

- the order in which you deliver units
- whether delivery will take place over short or long periods of time, and
- when assessment can take place.

We support you in this through:

- assessment and feedback guidance documents available on HN Global, and
- training materials and sample templates for curriculum planning.

Please also see the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

7.1.5 Preparing students

You need to make sure that your students understand their responsibilities for assessment and the centre's arrangements. From induction onwards, you will want to make sure that students are motivated to work consistently and independently to achieve their qualifications. They need to understand:

- how assignments are used
- the importance of meeting assignment submission deadlines, and
- that all the work submitted for assessment must be their own.

To support them, you should provide a guide that explains:

- how you use assignments for assessment
- how assignments relate to the teaching programme
- how to use and reference source materials, including how to avoid plagiarism, and
- your centre's approach to assessments – for example how students must submit assignments, what happens if they submit late work and how they can request an extended deadline in special circumstances.

7.1.6 Assessing practice

Placements/workplace is a fundamental in the development of effective professional practice, learning and progression in this sector. Therefore, the assessment of learning on, or through, work placement/experience is an essential requirement of this qualification.

To support this assessment, the programme team must devise a practice portfolio. This will support students and assessors in gathering, monitoring and evaluating learning through placement and in assessing the reflective practice criteria embedded in the units. The portfolio is submitted as part of the Level 4 and Level 5 practice units. These units are not graded. The portfolio forms the basis of decisions regarding the achievement of practice related learning outcomes within the two practice units, and within other units in the qualifications.

The portfolio must contain the opportunity for students to receive formative feedback from placement supervisors. Further details on portfolio requirements are contained within the two practice units.

7.2 Formative assessment and feedback

7.2.1 Frequency and timing of formative assessment

Pearson does not define a minimum or maximum number of formative assessment points. However, students should have some formative assessment for each assignment and within practice, in order to provide them with an understanding of their progress and to identify areas for continued development.

Formative assessment that is too frequent can be detrimental to students' development. On the one hand it will create an environment where students are working to produce *for* the formative assessment, rather than using the outcomes of formative assessment to support their learning and development towards the summative assessment. In addition, too much formative assessment risks becoming 'coaching' as students will have time to respond only to what has been indicated in formative feedback.

Therefore, the frequency of formative feedback should be considered carefully, as part of an overall curriculum plan, to occur at points where there is a clear benefit for the student in gaining further insight into their development and progress.

The timing of formative assessment should also be considered. Formative assessment that is too close to a summative assessment does not provide effective learning for the student. With limited time between formative and summative assessment there is less opportunity for the student to make effective use of the feedback from formative assessment to address any issues in the work towards summative assessment. Again, there is also a risk that the feedback from formative assessment becomes simply instructions (coaching) for the student.

Care should be taken to ensure that formative assessment takes place with sufficient time for the student to reflect upon the feedback from the formative assessment and make whatever adjustments they deem necessary to improve their future work or performance towards summative assessment.

It is important to recognise that formative assessment can, in some cases, be continuous, depending on the learning and teaching strategy that has been adopted for a unit or programme. For example, where students may be undertaking a large project, which they are working on throughout the semester/term, you may have regular tutorials (either group or individual) to review work-in-progress and provide students with feedback that helps them to understand their progress and development. In this context, the tutorials are a form of continuous formative assessment. The feedback from these tutorials still needs to avoid coaching and tutors should plan for tutorials (formative assessment) to stop at a point where there is sufficient time, before the summative assessment, to make effective use of the feedback in the later tutorials.

Please also see the *BTEC Higher Nationals Centre Guide for Quality Assurance and Assessment*, which can be found on our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

7.2.2 Formative feedback

While assessment and feedback always constitute a part of the student's learning, the purpose of assessment will vary, depending on when it is undertaken and the aim of the assessment activity.

Formative assessment feedback is given to students during the learning journey. This is to say that it relates to formative assessment that may be undertaken, at any point, prior to the summative assessment. Just as formative assessment is undertaken to support students to understand their progress, the associated feedback must be aimed at helping the student to recognise their current position and how to move forwards.

Formative assessment should always result in qualitative feedback: not a grade. When giving formative assessment feedback it is important to avoid giving students advice that directly informs the work that they may do for summative assessment. This is referred to as 'coaching' and is inappropriate. Feedback should provide students with general advice on how to progress in their studies, but should not tell them what to do. For example, a tutor might say:

"...your analysis of the research is not clear, you will need to look at the research more critically..."

rather than

"...what you should be writing is..."

In the former, the tutor is supporting the student to understand their current progress and how to improve. While the latter is 'coaching' the student.

Formative assessment can be either formal or informal. We might schedule specific points where students present work for formative assessment. Such instances can be valuable opportunities for group discussion and peer assessment. In such cases, it is expected that students will receive written formative assessment feedback. In other instances, the formative assessment feedback may be during tutorials or classroom activities.

Please also see the *BTEC Higher Nationals Centre Guide for Quality Assurance and Assessment*, which can be found on our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

7.3 Making valid assessment decisions

7.3.1 Authentic student work

An assessor must assess only student work that is authentic – in other words, the student's own independent work. Students must sign a declaration for each assessment to confirm that it is their own work. This declaration must confirm that:

- any evidence submitted for the assignment is the student's own, and
- the student understands that if this is not the case, they may face penalties for malpractice.

Assessors must make sure that evidence is authentic by setting valid assignments and supervising students during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may influence the student's work and final grade.

You can use Pearson templates or your own templates to document authentication.

If your assessor suspects that a student's evidence is not authentic, they must take action in line with our policies for malpractice. Please see *Section 5.7* for more information.

7.3.2 Making assessment decisions using criteria

Assessors must use our criteria to make assessment decisions. They can judge the evidence from a student using all the relevant criteria at the same time but they must be satisfied that there is enough detailed evidence for each criterion required. For example, including a concluding section may not be enough evidence to meet the criterion requiring 'evaluation'.

Assessors should use the information and support available to help them reach their decisions. This includes:

- examples of moderated assessed work, and
- their programme leader and assessment team's experience.

7.3.3 Dealing with late assignments

For assessment to be fair, it is important that students are all assessed in the same way and that some students are not given an advantage by having extra time or the opportunity to learn from others. You should develop and publish your own regulations on late assignments and circumstances where you may agree to an extension.

Students must understand your policy on completing assignments by the deadlines you give them. You may agree to extend a deadline for a genuine reason such as illness in line with your centre policies. Please see *Section 5.6* for more information.

You can apply a penalty to assignments that are submitted late. To do this, you should:

- assess the assignment normally
- apply the penalty or cap to the grade awarded
- tell the student their uncapped grade to recognise the learning they have achieved and provide genuine assessment feedback
- record both the uncapped and capped grades, and
- have both grades verified by a suitable assessment board, taking into account any genuine reasons for the assignment being late.

Please also see the *BTEC Higher Nationals Centre Guide for Quality Assurance and Assessment*, which can be found on our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

7.3.4 Providing assessment decisions and feedback

Once your assessment team has completed the assessment process for an assignment, they will provide a formal assessment decision. This should be recorded formally and reported to the student. The information given to the student:

- must show the formal decision and how it has been reached, including how assessment criteria have been met
- may show why they have not demonstrated achievement against assessment criteria
- must not provide feedback on how to improve evidence, and
- may provide feedback on how to improve in the future.

7.3.5 The opportunity to resubmit an assignment

If a student's assignment does not pass after the first assessment, they must have the opportunity to resubmit the assignment for reassessment. In this case:

- students can have the assignment reassessed once only
- if coursework and project-based or portfolio-based assignments need to be reassessed, this will usually involve carrying out the original activity again
- for examinations, reassessment will involve completing a new activity
- the grade for a reassessed assignment will be capped at a Pass, and
- assignments already graded at a pass or higher cannot be reassessed.

7.3.6 Repeat units

If a student fails to achieve a Pass for a unit following reassessment, your assessment board may agree that they can repeat the unit. In this case:

- the student must pay the unit fee and study the unit again, with full attendance, and
- the grade for the unit (if successfully completed) will be capped at a Pass.

Students can repeat a unit once only.

7.3.7 Assessment boards

It is a formal Pearson requirement that centres hold an assessment board for all your Pearson BTEC Higher National programmes. The main purpose of an assessment board is to make recommendations on:

- the grades achieved by students on the units
- extenuating circumstances
- cases of cheating and plagiarism
- students progressing to the next stage of the programme
- the awards to be made to students, and
- students resubmitting assignments and repeating units
- placement time required to redeem referral.

Assessment boards may also monitor academic standards. The main board meetings normally take place at the end of the session, but if your centre operates on a semester system there may be board meetings at the end of the first semester. There may also be separate meetings to deal with referrals.

If you do not have an assessment board, our external examiner will discuss this with your quality nominee and programme leader. Assessment board reports and minutes provide valuable evidence of your quality assurance processes.

7.4 Planning and record-keeping

For internal processes to be effective, your assessment team needs to be well organised and keep effective records. We will work closely with you to make sure you are meeting national standards. This process gives stakeholders confidence in your assessment approach.

Your programme leader must have an assessment plan, produced as a spreadsheet. This plan should include:

- the time required to train the assessment team and make sure they are working to the same standards and procedures
- the time available for teaching and carrying out assessments, including when students may complete assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as internal verifier for each assignment and the date by which the assignment needs to be verified
- a procedure for internal verifiers to sample assessors' decisions that covers all assignments, assessors and a range of students
- a process to assess and verify students' work so that they receive formal decisions quickly, and

- a system for scheduling resubmissions.

The programme leader must also keep records of all assessments carried out. The key records are:

- checking of assignment briefs
- student declarations
- assessor decisions on assignments, with feedback given to students, and
- confirmation of assessment decisions.

Examples of records and more information are available in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance process section of our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

7.5 Calculating the final qualification grade

7.5.1 Conditions for the award

7.5.1.1 Conditions for awarding our HNC

To achieve our Pearson BTEC Level 4 Higher National Certificate qualification, a student must have:

- completed units equivalent to 120 credits at Level 4, and
- achieved at least a Pass in 105 credits at Level 4.

7.5.1.2 Conditions for awarding our HND

To achieve our Pearson BTEC Level 5 Higher National Diploma qualification, a student must have:

- completed units equivalent to 120 credits at Level 5
- achieved at least a Pass in 105 credits at Level 5
- completed units equivalent to 120 credits at Level 4, and
- achieved at least a Pass in 105 credits at Level 4.

7.5.2 Compensation

If compensation is used at Level 4 or Level 5, occupational standards, professional standards and workplace requirements may not be met. Compensation should be used as a last resort.

Unit 401 and 501 cannot be compensated.

7.5.2.1 Compensation for the HNC

Students who have attempted but not achieved a Pass in one of their Level 4 15-credit units can still be awarded an HNC as long as they have completed and passed the remaining units.

7.5.2.2 Compensation for the HND

Students who have attempted but not achieved a Pass in one of their Level 4 15-credit units and one of their Level 5 15-credit units can still be awarded an HND as long as they have completed and passed the remaining units at both levels as per the rules of combination of the required qualification.

7.5.3 Calculating the overall qualification grade

A student's overall qualification grade is based on their performance in all units. They are awarded a Pass, Merit or Distinction using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND. The overall qualification grade is calculated in the same way for the HNC and the HND. For HND, the overall qualification grade is based on student performance in Level 5 units only.

Students must have attempted all units in a valid combination for each qualification. The conditions of award and compensation arrangements will apply as explained above. If a student has been granted compensation for a unit attempted but not achieved, that unit will appear as unclassified (a 'U' grade) on the notification of performance provided with their certificate.

7.5.3.1 Points per credit

Table 15: Points per credit

Grade	Points
Pass	4
Merit	6
Distinction	8

7.5.3.2 Point boundaries

Table 16: Grade point boundaries

Grade	Point boundaries
Pass	420-599
Merit	600-839
Distinction	840+

7.5.4 Modelled student outcomes

7.5.4.1 Pearson BTEC Level 4 Higher National Certificate

Table 17: Example model outcomes. Table does not relate to this qualification.

	Credits	Level	Student 1			Student 2		Student 3		Student 4		Student 5	
			Grade point	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	4	P	60	P	60	P	60	D	120	D	120
Core 2	15	4	4	P	60	P	60	P	60	D	120	M	90
Specialist 3	15	4	4	P	60	P	60	P	60	D	120	M	90
Specialist 4	15	4	4	P	60	P	60	M	90	M	90	M	90
Specialist 5	15	4	6	M	90	P	60	M	90	M	90	M	90
Specialist 6	15	4	6	M	90	P	60	M	90	M	90	M	90
Optional 1	15	4	6	M	90	M	90	D	120	D	120	D	120
Optional 2	15	4	6	M	90	M	90	D	120	D	120	D	120
Total	120	-	-	-	600	-	540	-	690	-	870	-	810
Grade	-	-	-	-	M	-	P	-	M	-	D	-	M

7.5.4.2 Pearson BTEC Level 5 Higher National Diploma

Table 18: Example model outcomes. Table does not relate to this qualification.

	Credits	Level	Student 1			Student 2		Student 3		Student 4		Student 5	
			Grade point	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	0	P	0	P	0	P	0	D	0	P	0
Core 2	15	4	0	P	0	P	0	P	0	D	0	M	0
Specialist 3	15	4	0	P	0	P	0	P	0	D	0	M	0
Specialist 4	15	4	0	P	0	P	0	M	0	M	0	M	0
Specialist 5	15	4	0	M	0	P	0	M	0	M	0	P	0
Specialist 6	15	4	0	M	0	P	0	M	0	D	0	U	0
Optional 7	15	4	0	M	0	P	0	D	0	D	0	D	0
Optional 8	15	4	0	M	0	P	0	D	0	D	0	D	0
Core 9	15	5	6	M	180	M	180	M	180	P	120	D	240
Specialist 10	15	5	6	M	90	M	90	M	90	P	60	D	120
Specialist 11	15	5	6	M	90	M	90	D	120	P	60	D	120
Specialist 12	15	5	6	M	90	P	60	D	120	P	60	D	120
Optional 13	15	5	6	M	90	P	60	D	120	P	60	M	90
Optional 14	15	5	6	M	90	P	60	M	90	M	90	P	60
Optional 15	15	5	6	M	90	P	60	M	90	M	90	M	90
Optional 16	15	5	6	M	90	P	60	M	90	M	90	M	90
Total	240	-	-	-	810	-	660	-	900	-	600	-	930
Grade	-	-	-	-	M	-	M	-	D	-	P	-	D

The tables above are provided as general examples of using unit grades to calculate qualification grades. They do not reflect the specifics of this qualification.

8.0 Quality assurance

The quality assurance system for all Pearson BTEC Higher National programmes is linked to Level 4 and Level 5 of the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ). This means that centres must have effective quality assurance processes to review their programme delivery. It also ensures that assessment grades are in line with national standards.

The quality assurance process for centres offering our Pearson BTEC Higher National programmes has five main features:

1. The approval process.
2. Monitoring internal systems.
3. Independent review of assessments.
4. Annual programme monitoring report.
5. Annual student survey.

8.1 The approval process

If you want to deliver our programmes at your centre, you must apply first through the existing centre approval process and then through the programme approval process. We can consider your application by:

- carrying out a desk-based review, or
- visiting your centre.

You will need to provide evidence that your centre:

- has the human and physical resources needed to deliver and assess the programme effectively
- understands the rules of independent assessment and agrees to follow them
- has a strong internal assessment system supported by 'fit for purpose' assessment documentation, and
- has a system to internally verify assessment decisions so that they are consistent across all assessors and sites.

Your application must be supported by the head of the centre (your principal or chief executive). It must include a declaration that you will operate the programmes strictly and in line with our requirements.

If your centre is already approved and you want to renew approval, you may be able to use our automatic approval process.

We may withdraw qualification or centre approval if we believe you can no longer quality assure your programme delivery or assessment standards.

8.2 Centre and qualification approval

As part of the approval process, your centre must meet the conditions listed below before offering the qualification:

- you must have suitable physical resources (for example equipment, IT, learning materials, teaching rooms) to support delivery and assessment of the qualifications
- you must provide the specific resources required for individual units
- staff involved in the assessment process must have relevant skills or experience
- you must have systems to provide continuing professional development for staff delivering the qualification
- you must have suitable health and safety policies for students and staff using equipment, and
- you must deliver the qualification in line with current equality legislation
- you must evidence the requirements of the qualification checklist in Appendix 4. The most up to date version of this checklist can be found on HN Global in the qualification resources page.

In this way, we can provide qualifications that meet the needs and expectations of students worldwide.

8.3 Monitoring internal system

You will need to demonstrate that you continue to meet our centre approval criteria over time and across all Higher National programmes. This involves providing evidence to our external examiners for review.

Our examiners will check that:

- your systems and the way you use them remain suitable for supporting the programmes
- you apply student registration and appeals policies consistently, and
- you have effective internal examination and standardisation processes.

In some cases, you may present evidence of your operation within a recognised code of practice such as that of the Quality Assurance Agency for Higher Education. However, we may still want to confirm independently that these arrangements are operating to our standards.

If our examiners identify problems with your internal systems, we will take steps to help you correct them.

8.4 Independent review of assessments

The external examiner will review your internal assessments for all Pearson BTEC Higher National programmes benchmarked to Levels 4 and 5 of the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications. They will either:

- confirm that your internal assessments meet national standards and allow certification, or
- provide actions to improve the quality of your assessments before allowing certification.

8.5 Annual programme monitoring report (APMR)

This annual review form gives you the opportunity to analyse and reflect on the most recent teaching year. It also provides us with information to help us improve the quality assurance of the Pearson BTEC Higher National programmes. An overview report is produced to outline the findings of the APMR each year.

8.6 Annual student survey

Pearson will conduct an annual survey of Pearson BTEC Higher National students. This provides us with a snapshot of every Higher National student's experience as part of the quality assurance process. Each centre with enough students taking part in the survey will get its own report about their results. You can access the report on HN Global at: <http://hnglobal.highernationals.com>.

8.7 Continuing quality assurance and standards verification

Each year we update our *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

The handbook contains detailed guidance on the quality processes you should follow.

8.7.1 Our key principles of quality assurance

- A centre delivering Pearson BTEC Higher National programmes must be approved by us and must have our approval for the programmes or groups of programmes it is delivering.
- As part of gaining our approval, the centre agrees always to follow our terms and conditions for delivering programmes effectively and assessment quality assurance.

- We provide approved centres with a range of materials and opportunities for reviewing internal materials. Review of assessment briefs and materials is primarily through the external examiner allocated. If you do not have an external examiner allocated to you, you should seek advice the Pearson Quality Assurance team. You must use these materials and services to make sure that all staff delivering Pearson BTEC Higher National qualifications keep up to date with the guidance on assessment.
- You must follow agreed processes for:
 - planning, monitoring and recording assessment processes, and dealing with special circumstances, appeals and malpractice, and
 - making sure that assessors and verifiers all work to the same standards.
- We will work in partnership with you to help you achieve quality assured assessment.
- We will help you follow best practice and use suitable technology to support quality assurance processes.
- We will try to make sure our quality assurance processes do not create unnecessary administrative work for you.
- We will monitor and support you in achieving effective assessment and quality assurance.

We will do this by:

- making sure that you complete a suitable declaration at the time of approval
- carrying out approval visits to your centre
- making sure that you have a well-trained, effective team of assessors and verifiers
- sampling and verifying your assessments, assessed student work and other relevant documents, and
- reviewing your strategy for assessing and quality assuring your BTEC programmes.

As an approved centre, you must advertise your certification only with our permission and in line with our reporting requirements.

If you do not have and maintain a strong approach to quality assurance, you will not be able to apply for certification for any Pearson BTEC Higher National qualifications.

If you do not follow our recommendations for improving your quality assurance, we may withdraw approval for you to deliver our qualifications.

9.0 Recognition of Prior Learning and attainment

Recognition of Prior Learning (RPL) is a way of awarding credit if a student can demonstrate they meet the assessment requirements for a unit through knowledge, understanding or skills they already have. As long as the assessment requirements are met, RPL can be used to accredit a unit, units or a whole qualification.

RPL provides a route for recognising the achievements of continuous learning from a range of activities using any valid assessment procedure. We encourage you to recognise students' previous achievements and experiences at work, at home, in leisure and in the classroom. Evidence of learning must be valid and reliable.

For full guidance on RPL, please see *Recognition of prior learning policy and process*, which can be downloaded from the support section of our website:

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

10.0 Equity, diversity and inclusion

Equity and fairness are central to our work. The design of these qualifications embeds equality, diversity and inclusion as set out in the qualification regulators' general conditions of recognition.

Promoting equality and diversity involves:

- treating everyone with equal dignity and worth, and
- raising ambitions and supporting achievement for people with different needs and backgrounds.

Creating an inclusive learning environment means anticipating students' varying needs and trying to make sure that all students have equal access to educational opportunities. This involves providing access for people who have differing individual needs and removing unnecessary barriers to learning. Qualification design must be inclusive so that students with and without disabilities have equal access to learning opportunities.

Our equity, diversity and inclusion policy requires that:

- all students have an equal opportunity to access our qualifications and assessments
- assessments should reflect the wide diversity of students, and
- our qualifications are designed and awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic as defined by law (for example race, sexuality, religious belief) are not disadvantaged in comparison with students who do not share that characteristic
- all students achieve the recognition they deserve for taking a qualification, and
- this achievement can be compared fairly to the achievement of their peers.

Our qualifications should:

- be available to everyone capable of reaching the required standards
- be free from any barriers that restrict access and progress, and
- offer equal opportunities for all those who want to access them.

Please see our *Equity, diversity and inclusion in Pearson qualifications and related services policy* downloadable from the support section of our website:

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

Please use your integrity when recruiting students to our Pearson BTEC Higher National programmes. You should:

- make sure they have the information and advice they need about the qualification to be sure that it meets their needs
- check each student's qualifications and experience to make sure they have the potential to achieve the qualification, and
- for students with disabilities and specific needs, consider the support available to them and any other support they may need during teaching and assessment.

Please see our policy documents on students with particular needs.

10.1 Access to qualifications for students with disabilities or specific needs

Students can be assessed in a recognised regional sign language.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) at: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration> and *A guide to the special consideration process – General and Vocational Qualifications* downloadable at: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>.

Details on how to make adjustments for students with protected characteristics are provided in *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. See the support section of our website for both documents: <https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

11.0 Units included in the BTEC Higher National in Health and Social Care Practice

The list of units available for the Pearson BTEC Higher Nationals in Health and Social Care Practice can be found in the document *Unit Descriptors for the Pearson BTEC Higher Nationals Health and Social Care Practice*, available from the Pearson website: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/health-and-social-care-practice-2025.html>.

12.0 Appendices

Appendix 1: Programme outcomes for HND Health and Social Care Practice

The HND in Health and Social Care Practice programme outcomes have been created from the minimum threshold academic standards within the *Subject Benchmark Statement: Health Studies*⁴, and the *Characteristics Statement: Foundation Degree*⁵. The Characteristics Statement, and thus the programme outcomes, closely align to *The Frameworks for Higher Education Qualification of UK Degree-Awarding Bodies*⁶, in England, Wales and Northern Ireland this is the Framework for Higher Education Qualifications.

At the time of writing there is no equivalent Subject Benchmark Statement and associated minimum threshold standard for social or social and community studies relevant to this programme.

Key

Key for outcome classifications	
KU	Knowledge and understanding (referred to as knowledge,
CS	Cognitive skills
AS	Applied skills (referred to as practical skills by QAA)
TS	Transferable skills (referred to as generic skills by QAS)

There is overlap between classifications and outcomes. Some programme outcomes could map to more than one classification.

⁴ Quality Assurance Agency (2024) *Subject Benchmark Statement: Health Studies* [benchmark statement]. Gloucester: Quality Assurance Agency. Available at: <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-health-studies>.

⁵ Quality Assurance Agency (2020) *Characteristics Statement: Foundation Degree*. Gloucester: Quality Assurance Agency. Available at: <https://www.qaa.ac.uk/the-quality-code/characteristics-statements/characteristics-statement-foundation-degrees>.

⁶ Quality Assurance Agency (2024) *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*. Gloucester: Quality Assurance Agency. Available at: <https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks>.

Knowledge and understanding (KU)

- KU1 Apply knowledge and understanding in interrelated contexts
- KU2 Integrate relevant theoretical concepts that inform health, social care or community practice in respect of physical, psychosocial and mental wellbeing
- KU3 Synthesise and integrate evidence-based knowledge with relevant local and national policies and guidelines to inform health, social care or community practice
- KU4 Understand health, social care or community practice from a local and where applicable, national and global perspective that reflects relevant populations
- KU5 Understand the shifting nature of health, social care or community practice to include physical, mental, social and community wellbeing, and contemporary issues and challenges
- KU6 Demonstrate understanding of a range of theories relating to health, social care or community wellbeing
- KU7 Describe a range of theoretical and professional rationales concerning health, social care or community practice
- KU8 Describe the role of the individual and of institutions in affecting health or wellbeing status
- KU9 Demonstrate awareness of a range of theoretical arguments within health, social care or community practice
- KU10 Demonstrate an understanding of ethical perspectives and the diversity of values associated with physical and mental wellbeing
- KU11 Appreciate the role of AI and other technologies in health, social care or community practice
- KU12 Understand the importance of health and safety and of equality, diversity and inclusiveness in the work environment.

Cognitive skills (CS)

- CS1 Collate, analyse and present evidence of the role played by health, social and community professionals in the development of autonomous life choices
- CS2 Appreciate the diversity of experience and values associated with health, social and community practice
- CS3 Compare and contrast different healthcare or social and community care systems, and underpinning policies
- CS4 Discuss health inequalities within populations and discuss the impact of interventions aimed improving health and wellbeing

- CS5 Appreciate the importance of research in health, social care or community practice
- CS6 Demonstrate use of an integrated approach to practice issues in diverse populations with consideration of equity, diversity and inclusion principles
- CS7 Consider contemporary issues in health, social care or community practice research and debate
- CS8 Understand of the role of surveillance systems available in relation to own role regionally, nationally and globally in gathering role applicable data
- CS9 Critically reflect on their own progress and act on feedback provided from multiple perspectives

Applied skills/practical skills (AS)

- AS1 Evaluate and problem-solve issues identified in health, social care or community related contexts
- AS2 Synthesise interrelated knowledge of the multidisciplinary nature of health, social care or community practice to create innovative solutions
- AS3 Undertake tasks independently within scope of own role, scope of practice or standard operating procedures
- AS4 Demonstrate an understanding of the importance of effective communication to enable successful outcomes
- AS5 Operate effectively in a range of complex work or practice contexts which reflect the multiprofessional nature of health, social care or community practice
- AS6 Work as part of a team, taking responsibility for personal and where applicable to role, group outcomes
- AS7 Bring together information and materials from a variety of sources in representative areas health, social care or community practice
- AS8 Apply an in-depth awareness of ethical issues and professional codes of conduct in health, social care or community practice.
- AS9 Practice safely and within the scope of own role, scope of practice or standard operating procedure, seeking advice and support when needed

Transferable skills (TS)

- TS1 Drawing on appropriate knowledge from other disciplines to reflect on health, social care or community practice issues
- TS2 Identify problems and propose potential solutions
- TS3 Analyse factual information
- TS4 Recognise strengths and weaknesses in the arguments of others

- TS5 Synthesise knowledge on a particular subject or topic
- TS6 Express clearly using appropriate and multiple modes of communication methods, which include verbal, non-verbal and digital technologies relevant to the situation
- TS7 Recognise the role of verbal and non-verbal communication in the effective promotion health, social care or community practice issues and the consideration of equity, diversity and inclusivity principles in all communication channels
- TS8 Present knowledge, or an argument, in a way that is comprehensible to others
- TS9 Use relevant IT to collate, analyse, select and present information, demonstrating digital literacy
- TS10 Demonstrate an ability to listen and comprehend when presented with new ideas or information
- TS11 Demonstrate skills in recognising and describing material
- TS12 Demonstrate skills in describing, categorising and collating data
- TS13 Appreciate and engage in contemporary debates relating to sustainability in relation to health, social care or community practice

Mapping

Based on outcome classification descriptors for higher education qualifications at Level 5 on FHEQ.

The HND qualification will be awarded to students who have demonstrated:

Table 19 Mapping of the 'demonstration' FHEQ Level 5 descriptors to the programme outcomes

FHEQ Level 5 descriptor ⁷	HND in Health and Social Care Practice programme outcomes
Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed.	KU1 Apply knowledge and understanding in interrelated contexts
	KU4 Understand health, social care or community practice from a local and where applicable, national and global perspective that reflects relevant populations
	KU5 Understand the shifting nature of health, social care or community practice to include physical, mental, social and community wellbeing, and contemporary issues and challenges
	KU8 Describe the role of the individual and of institutions in affecting health or wellbeing status
	KU10 Demonstrate an understanding of ethical perspectives and the diversity of values associated with physical and mental wellbeing
	KU11 Appreciate the role of AI and other technologies in health, social care or community practice
	CS1 Collate, analyse and present evidence of the role played by health, social and community professionals in the development of autonomous life choices
	CS2 Appreciate the diversity of experience and values associated with health, social and community practice

⁷ Quality Assurance Agency (2024). *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*. Gloucester: Quality Assurance Agency. Available at: <https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks>.

FHEQ Level 5 descriptor ⁷	HND in Health and Social Care Practice programme outcomes
	<p>CS3 Compare and contrast different healthcare or social and community care systems, and underpinning policies</p> <p>CS6 Demonstrate use of an integrated approach to practice issues in diverse populations with consideration of equity, diversity and inclusion principles</p> <p>AS5 Operate effectively in a range of complex work or practice contexts which reflect the multiprofessional nature of health, social care or community practice</p> <p>AS8 Apply an in-depth awareness of ethical issues and professional codes of conduct in health, social care or community practice.</p>
<p>Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.</p>	<p>KU2 Integrate relevant theoretical concepts that inform health, social care or community practice in respect of physical, psychosocial and mental wellbeing</p> <p>KU6 Demonstrate understanding of a range of theories relating to health, social care or community wellbeing</p> <p>KU7 Describe a range of theoretical and professional rationales concerning health, social care or community practice</p> <p>KU9 Demonstrate awareness of a range of theoretical arguments within health, social care or community practice</p> <p>CS4 Discuss health inequalities within populations and discuss the impact of interventions aimed improving health and wellbeing</p> <p>TS1 Drawing on appropriate knowledge from other disciplines to reflect on health, social care or community practice issues</p>
<p>Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different</p>	<p>KU3 Synthesise and integrate evidence-based knowledge with relevant local and national policies and guidelines to inform health, social care or community practice</p> <p>CS5 Appreciate the importance of research in health, social care or community practice</p>

FHEQ Level 5 descriptor⁷	HND in Health and Social Care Practice programme outcomes
approaches to solving problems in the field of study.	CS7 Consider contemporary issues in health, social care or community practice research and debate
	CS8 Understand of the role of surveillance systems available in relation to own role regionally, nationally and globally in gathering role applicable data
	AS7 Bring together information and materials from a variety of sources in representative areas health, social care or community practice
An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge.	AS3 Undertake tasks independently within scope of own role, scope of practice or standard operating procedures
	AS9 Practice safely and within the scope of own role, scope of practice or standard operating procedure, seeking advice and support when needed

Typically, holders of the qualification will be able to:

Table 20: Mapping of the 'ability' FHEQ Level 5 descriptors to the programme outcomes

FHEQ Level 5 descriptor	Programme outcome
Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.	AS1 Evaluate and problem-solve issues identified in health, social care or community related contexts
	AS2 Synthesise interrelated knowledge of the multidisciplinary nature of health, social care or community practice to create innovative solutions
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.	AS4 Demonstrate an understanding of the importance of effective communication to enable successful outcomes
	TS6 Express clearly using appropriate and multiple modes of communication methods, which include verbal, non-verbal and digital technologies relevant to the situation
	TS7 Recognise the role of verbal and non-verbal communication in the effective promotion health, social care or community practice issues and the consideration of equity, diversity and inclusivity principles in all communication channels

Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.	AS6 Work as part of a team, taking responsibility for personal and where applicable to role, group outcomes
--	---

Holders will also have:

Table 21: Mapping of the 'acquisition' FHEQ Level 5 descriptors to the programme outcomes

FHEQ Level 5 descriptor	Programme outcome
The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.	KU12 Understand the importance of health and safety and of equality, diversity and inclusiveness in the work environment.
	CS9 Critically reflect on their own progress and act on feedback provided from multiple perspectives
	TS2 Identify problems and propose potential solutions
	TS3 Analyse factual information
	TS4 Recognise strengths and weaknesses in the arguments of others
	TS5 Synthesise knowledge on a particular subject or topic
	TS8 Present knowledge, or an argument, in a way that is comprehensible to others
	TS9 Use relevant IT to collate, analyse, select and present information, demonstrating digital literacy
	TS10 Demonstrate an ability to listen and comprehend when presented with new ideas or information
	TS11 Demonstrate skills in recognising and describing material
	TS12 Demonstrate skills in describing, categorising and collating data
	TS13 Appreciate and engage in contemporary debates relating to sustainability in relation to health, social care or community practice

Appendix 2: HND Health and Social Care Practice Programme Outcomes for Students

Table 22 Mapping of HND Health and Social Care Practice units to programme outcomes.

Unit	Knowledge and understanding (KU)												Cognitive skills (CS)									Applied skills (AS)									Transferable skills (TS)																															
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10	11	12	13																			
401																																																														
402																																																														
403																																																														
404																																																														
405												Mapping will be added in forthcoming update.																																																		
406																																																														
407																																																														
408																																																														
409																																																														
410																																																														
411																																																														
412																																																														
413																																																														
414																																																														
415																																																														
416																																																														
417																																																														
418																																																														

Unit	Knowledge and understanding (KU)										Cognitive skills (CS)									Applied skills (AS)									Transferable skills (TS)											
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	10	11	12	13	14	15			
501																																								
502																																								
503																																								
504																																								
505																																								
506																																								
507																																								
508																																								
509																																								
510																																								
511																																								
512																																								
513																																								
514																																								
515																																								
516																																								
517																																								
518																																								
519																																								
520																																								
521																																								

Mapping will be added in forthcoming update.

Appendix 3: HND in Health and Social Care Practice example placements

Table 23: Examples of suitable placements in relation to pathway

Standard pathway	Leadership and Management	Healthcare Science Assisting Healthcare Practice	Social and Community Work
<p>NHS and independent sector – adults, children and young people (not early years) settings</p> <p>Departments/areas working alongside allied health professionals e.g. occupational therapists, speech and language therapists, operating department practitioners</p> <p>Departments/areas working alongside registered nurses and midwives</p> <p>Emergency assessment units</p> <p>Community hospital settings</p> <p>Mental health inpatient services</p> <p>Learning disability inpatient services</p> <p>Child and adolescent mental health services</p>	<p>Primary care – general practice working with practice manager</p> <p>Nursing and care homes if working with leadership or management team</p> <p>Nursing or allied health professional services if working with leadership or management team</p> <p>Supported living services if working with leadership or management team</p> <p>Children’s domiciliary care services if working with leadership or management team</p> <p>Other health or social and community areas if working with leadership or management team</p>	<p>Hospice (adult and child) alongside registered nurses or registered allied health professionals</p> <p>Biomedical science departments</p> <p>Working with clinical scientists</p> <p>District and community services if working with registered healthcare professionals</p> <p>Assisted living for people with learning disabilities if working with registered healthcare professionals</p> <p>Paediatric nursing or allied health professional services</p> <p>Health visiting services if working with registered healthcare professionals</p> <p>Community palliative care teams (child and adult) if working with</p>	<p>Hospice (adult and child)</p> <p>Palliative care services</p> <p>Respite care</p> <p>Mental health crisis house</p> <p>Working with social workers and social work team</p> <p>Mental health community outreach teams</p> <p>Reablement services</p> <p>Schools or children’s education services</p> <p>Substance misuse services</p> <p>Agencies working with domestic abuse</p> <p>Community learning disability services</p> <p>Child and adolescent mental health services</p>

Respite care Mental health community outreach teams Schools alongside registered nurses or allied health professionals Community mental health teams (older people, adult, child) Older person services		registered healthcare professionals Emergency assessment units Learning disability inpatient services Alongside registered allied health professionals Alongside registered nurses Alongside midwives Charitable end-of-life services, e.g. Macmillan Perinatal mental health teams Early intervention for psychosis teams Offender healthcare units Community learning disability services integrated teams Reablement services	Assisted living for people with learning disabilities Older person services Offender support units Mental health crisis house with nursing or allied health professional services Substance misuse services Child and adolescent mental health services Community mental health teams (older people, adult, child) Older person services Supported living services Children’s domiciliary care services
---	--	---	--

NOTE: This is not a definitive list. Students should discuss suitable placements/workplaces with their tutors. Students who are employed may need to attend placements in other areas to ensure all Learning Outcomes are met.

Centres should ensure that students will be supervised according to their placement supervision policy.

Appendix 4: Qualification approval checklist

Checklist for qualification-specific Centre requirements: HNs in Health and Social Care Practice

Prospective Centres may find this checklist helpful when completing their application to deliver **Higher Nationals in Health and Social Care Practice**. Centres applying to deliver this qualification will be expected to evidence these requirements before approval is completed. Documentation must be returned as part of approval application.

This is not an exhaustive list. The most recent version of this list can be found on HN Global.

Centres and resources – see qualification specification Section 5, and individual unit descriptors

Students will be able to access relevant learning resources while on placement and campus (journal articles, periodicals, professional body guidance, education provider policies etc.).	
Students will have access to resources that enable them to fully participate in both in-person and online teaching and learning sessions.	
A named tutor/individual is in place to act as placement coordinator.	
<p>Access to suitable and relevant teaching, learning and simulation equipment/resources that will enable learners to practice their clinical skills in a safe environment. Depending on learners' contexts, this could include:</p> <ul style="list-style-type: none"> • Hoists and other manual handling equipment. • Equipment for recording observations. • Ward/department/room simulation area including equipment, medical supplies and personal protective equipment (PPE). • Hand washing and infection control facilities and resources. • Simulated service users (human, virtual and/or mannequin). 	

Tutors – see qualification specification Section 3

All pathways

<p>Tutors have relevant skills and knowledge. This could be demonstrated by tutors holding:</p> <ul style="list-style-type: none">• A qualification relevant to healthcare and/or social care at an appropriate level, usually at least the level above the Higher National Diploma qualification.• A teaching, learning and assessment qualification, or commitment to achieving one.• Significant experience in the healthcare and/or social care sector(s) detailed in profiles/CVs.	
---	--

HNC Health and Social Care Practice (Healthcare Science), and HND Health and Social Care Practice (Assisting Healthcare Practice)

<p>Core course team members should have statutory registration with a healthcare regulator where one is available.</p>	
<p>Please supply screenshots from statutory regulator portal showing:</p> <ul style="list-style-type: none">• Name of regulator.• Tutor name.• Registration number and register name if applicable.• Date screenshot was taken – device task bar should be included in screenshot if current date is not shown in membership portal. <p>Registration details can be checked, for example:</p> <ul style="list-style-type: none">• Health and Care Professions Council, https://www.hcpc-uk.org/check-the-register/• Indian Nursing Council, https://nrts.indiannursingcouncil.gov.in/login.nic• Nursing and Midwifery Council, https://www.nmc.org.uk/registration/search-the-register/• Sri Lanka Nursing Council, https://www.slnc.lk/registered_nurses.php <p>There are other statutory regulators who may register or accredit some tutors. Please seek advice from HigherNationals@pearson.com, for the attention of the Higher National Subject Lead for Health and Science if you are unsure.</p>	

HNC and HND Social and Community Work

Tutors have relevant skills and knowledge in social and/or community work. This could be demonstrated by tutors holding:

- Statutory registration as a social worker.

Registration details can be checked, for example:

- Scottish Social Services Council, <https://www.sssc.uk.com/search-the-register/>
- Social Care Wales, <https://www.scwonline.wales/en/searchtheregister/>
- Social Work England, https://www.socialworkengland.org.uk/umbraco/surface/searchregister/result_s
- Northern Ireland Social Care Council, <https://portal.niscc.org/Public-Facing-Register>
- There is no statutory social worker regulator in India.

Significant professional experience in the social or community care sector detailed in profiles/CVs.

Student recruitment and selection – see qualification specification section 3

Qualification appropriate student selection process is in place. This may include interviews and written work.	
--	--

Placements – see qualification specification sections 1 and 4 and individual unit descriptors

Robust tracking system is in place to record placement hours.	
Robust method of reporting placement hours to Assessment Boards.	
Agreements are in place with placement providers.	
Supervision policy is in place and visible to students, practice/placement supervisors and placement providers/employers.	
Appropriate insurance is in place for students while they are on placement.	
Risk assessments must be in place in all placements to ensure that students' safety and well-being is maintained.	

Method is in place for students to record their placement learning, development and reflection evidence, for example, a learning and development portfolio.	
---	--

December 2024

For information about Pearson Qualifications, including Pearson Edexcel and BTEC qualifications, visit qualifications.pearson.com

Edexcel and BTEC are registered trademarks of Pearson Education Limited

**Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL.**

VAT Reg No GB 278 537121

