

Pearson Higher Nationals in Healthcare Practice for England

Qualification Guide

First Teaching from January 2018

First Certification from 2019



Level
BTEC
Higher
National
Certificate 

Level
BTEC
Higher
National
Diploma 

Introducing your new Pearson BTEC Higher Nationals in Healthcare Practice for England

BTEC is the world's most successful and best-loved applied learning brand, engaging students in practical, interpersonal and thinking skills for more than thirty years.

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

The Pearson BTEC Higher National Certificate (HNC) is at level 4 (the same as the first year of a UK honours degree).

The Pearson BTEC Higher National Diploma (HND) is at level 4 and level 5 (the same as the first two years of a UK honours degree).

“A word from our subject expert

It is with great pleasure that I introduce the new BTEC Higher National in Healthcare Practice for England programme for the health and social care sector. Having worked in education and with employers for the last 15 years, I am delighted to see the refreshing changes that have been made to make the qualifications fit for purpose and for the 21st Century.

The new qualifications boast a real-world integrated approach to learning in the health and social care sector – with three sets of Higher National qualifications in the suite which offer you and your students qualifications with clear progression routes, whilst the suite share core units focused on the professional values, knowledge and behaviours required in health and social care; designed to embed a more professionalised and sophisticated awareness of integration in practice.

In addition, the Higher Nationals in Healthcare Practice for England are more aligned to UKHE and Higher Apprenticeship Standards. The new updated content will make it both a stimulating and exciting experience for students and deliverers. You can deliver with confidence a programme that we have worked hard to ensure equips students for the future world of Healthcare.

I am here to provide guidance, advice and support on all aspects of the qualification and its implementation and welcome your views and feedback. I will be posting news and updates on the HN Global forum, so please get registered and join the online discussions.

I look forward to working with you!

Ade

Professional courses developed collaboratively with subject experts

With input from industry, employers, professional bodies, tutors, students, and higher education institutions, your new Pearson BTEC Higher Nationals have been designed to better meet the needs of a changing market. The result is a qualification suite designed and developed to meet professional standards, recognised by employers and universities, which develop not only academic skills and abilities, but work-readiness skills.

The objectives of the redevelopment of the BTEC Higher Nationals have been to ensure:

- employer engagement;
- work relatedness;
- opportunities for progression to further higher education;
- alignment with UK higher education expectations; and
- qualifications which are up to date with current professional practice.

What's new?

For your new Pearson BTEC Higher National qualifications in Healthcare Practice for England, we are building on what you've told us you value most:

- **Essential subject knowledge** needed by students on health and social care programmes to successfully progress into the world of further study, or to the world of work or continued progression in employment with qualifications and pathways with a clearer occupational-focus
- **A simplified structure:** students undertake a substantial core of learning, required by all healthcare workers, with limited specialism in the Higher National Certificate, building on this in the Higher National Diploma, with further specialist and optional unit linked to their specialist area of study
- **Four specialist pathways at level 5, as well as a generalist integrated health and social care pathway** so there is something to suit each student's preference of study and future progression plans.
- **Refreshed content** that is closely aligned with professional bodies', employers' and higher education needs for a skilled future workforce,
- **Two pathways that are recognised within Higher Apprenticeship Standards as a mandatory qualification for the on-programme learning.**
- **Assessments that measure a range of skills** including cognitive skills (what students know) along with affective and psychomotor skills (what they can do and how they behave);
- **A varied and robust assessment strategy** includes practice-based assessment, valuing students' learning in work, varied learning styles and supporting progression in employment and to Level 6 studies. It also is flexible, enabling centres to offer assessment relevant to the needs of local employers.
- **Learning outcomes mapped to Professional Standards** including National Occupational Standards and Higher Apprenticeship Standards where appropriate;
- **Unit specific grading and Pearson-set assignments** and
- **Robust Quality Assurance measures** that serve to ensure that all stakeholders (e.g. professional bodies, universities, employers, providers and students) can feel confident in the integrity and value of the qualification.

Flexible choice of subject areas and progression opportunities

The new HNC and HND qualifications in Healthcare Practice for England offer a choice of specialist pathways at levels 4 & 5 as well as one general pathway. There are a range of core, specialist and optional units available at both levels. Pathways at level 5 are:

- Integrated Health and Social Care
- Public Health and Health Promotion
- Healthcare Management
- Healthcare Assistant Practitioner
- Nursing

Each Higher National unit has a clear purpose: to cater for the increasing need for high quality professional and technical educational pathways at levels 4 and 5, providing students with a clear line of sight to employment or progression onto a degree, or degree apprenticeship at level 6.

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.

BTEC Higher Nationals consist of core units, specialist units and optional units:

- Core units are mandatory
- Specialist units are designed to provide a specific occupational focus to the qualification and are aligned to Professional Body standards Required combinations of optional units are clearly set out in the tables.



Level 4 Pathways

| Integrated Health and Social Care | Public Health and Health Promotion | Healthcare Management | Healthcare and Nursing Assistant Practice |
|---|---|---|---|
| Mandatory Units | Mandatory Units | Mandatory Units | Mandatory Units |
| 1 Law, Policy and Ethical Practice in Health and Social Care | 1 Law, Policy and Ethical Practice in Health and Social Care | 1 Law, Policy and Ethical Practice in Health and Social Care | 1 Law, Policy and Ethical Practice in Health and Social Care |
| 2 Demonstrating Professional Principles and Values in Health and Social Care Practice | 2 Demonstrating Professional Principles and Values in Health and Social Care Practice | 2 Demonstrating Professional Principles and Values in Health and Social Care Practice | 2 Demonstrating Professional Principles and Values in Health and Social Care Practice |
| 3 Supporting the Individual Journey through Integrated Health and Social Care | 3 Supporting the Individual Journey through Integrated Health and Social Care | 3 Supporting the Individual Journey through Integrated Health and Social Care | 3 Supporting the Individual Journey through Integrated Health and Social Care |
| 4 Fundamentals of Evidence-based Practice (Pearson-set Project) |
| 17 Effective Reporting and Record-keeping in Health and Social Care Services | 5 Health Education in Action | 10 Developing Operational Management Skills for Healthcare Practice | 5 Health Education in Action |
| | 8 Addressing Health Inequalities | 7 Effective Healthcare Practice using Maths | 9 Anatomy and Physiology for Health and Ill-Health |
| Optional units | Optional units | 17 Effective Reporting and Record-keeping in Health and Social Care Services | |
| Plus two units from the Optional Level 4 Unit Bank (see below) | Plus a unit from the Optional Level 4 Unit Bank (see below) | | |

| Optional Level 4 Unit Bank |
|--|
| Specialist Units* |
| Group: Public Health and Health Promotion |
| 8 Addressing Health Inequalities |
| Group: Healthcare Management |
| 10 Developing Operational Management Skills for Healthcare Practice |
| Group : Healthcare and Nursing Assistant Practice |
| 7 Effective Healthcare Practice using Maths |
| 9 Anatomy and Physiology for Health and Ill-Health |
| Group: Shared Specialist |
| 5 Health Education in Action |
| 17 Effective Reporting and Record-keeping in Health and Social Care Services |

| |
|--|
| Optional units |
| Plus a unit from the Optional Level 4 Unit Bank* (see below) |
| Core Units |
| Specialist Units |
| Optional Units |

| Optional Level 4 Unit Bank |
|--|
| Optional Units |
| 6 Supporting Dementia Care |
| 11 Changing Perspectives in Public Health |
| 12 Supporting Independent Living |
| 13 Supporting Individuals with Specific Needs |
| 14 Sociological and Psychological Perspectives on Health |
| 15 Healthcare Technology in Practice |
| 16 Supporting Adults in Residential Care |

*please note that a maximum of one specialist unit can be selected per pathway group

Flexible choice of subject areas and progression opportunities

Level 5 pathways

| Integrated Health and Social Care |
|---|
| All units from Level 4 Integrated Health and Social Care pathway (see above) |
| Mandatory Level 5 Units |
| 18 Innovation and Improvement through Action Research (Pearson-set Project) |
| 19 Reflective Approaches in Implementing Person-centred Practice |
| 20 Care Planning Processes in Healthcare Practice |
| 22 Supporting Individuals through Significant Life Events |
| 26 Supporting Team and Partnership Working Across Health and Social Care Services |
| Optional Level 5 Units |
| Plus one* unit from the Level 5 Unit Bank (see below) |
| Plus one* unit from the Level 5 Unit Bank (see below) |

| Public Health and Health Promotion |
|--|
| All units from Level 4 Integrated Health and Social Care pathway (see above) |
| Mandatory Level 5 Units |
| 18 Innovation and Improvement through Action Research (Pearson-set Project) |
| 19 Reflective Approaches in Implementing Person-centred Practice |
| 24 Health Psychology |
| 27 Social Policy in Public Health |
| 28 Holistic Approaches to Health Promotion |
| Optional Level 5 Units |
| Plus one* unit from the Level 5 Unit Bank (see below) |
| Plus one* unit from the Level 5 Unit Bank (see below) |

| Healthcare Management |
|---|
| All units from Level 4 Healthcare Management pathway (see above) |
| Mandatory Level 5 Units |
| 18 Innovation and Improvement through Action Research (Pearson-set Project) |
| 19 Reflective Approaches in Implementing Person-centred Practice |
| 23 Managing Quality in Care Environments |
| 25 Facilitating Change in Healthcare Environments |
| 29 Human Resource Management for Healthcare |
| Optional Level 5 Units |
| Plus one* unit from the Level 5 Unit Bank (see below) |
| Plus one* unit from the Level 5 Unit Bank (see below) |

| Healthcare Assistant Practitioner |
|---|
| All units from Level 4 Healthcare and Nursing Assistant Practice pathway |
| Mandatory Level 5 Units |
| 18 Innovation and Improvement through Action Research (Pearson-set Project) |
| 19 Reflective Approaches in Implementing Person-centred Practice |
| 20 Care Planning Processes in Healthcare Practice |
| 21 Recognising and Meeting the Needs of People with Long-term Health Conditions |
| 32 Team and Individual Leadership: Mentoring and Coaching Others |
| 36 End of Life Care Planning and Support |
| Optional Level 5 Units |
| Plus one unit from the Optional Level 5 Unit Bank (see below) |

| Nursing |
|---|
| All units from Level 4 Healthcare and Nursing Assistant Practice pathway |
| Mandatory Level 5 Units |
| 18 Innovation and Improvement through Action Research (Pearson-set Project) |
| 19 Reflective Approaches in Implementing Person-centred Practice |
| 20 Care Planning Processes in Healthcare Practice |
| 21 Recognising and Meeting the Needs of People with Long-term Health Conditions |
| 30 Pharmacology and Medicine Management |
| 38 Nursing – Principles and Fundamentals of Practice |
| Optional Level 5 Units |
| Plus one unit from the Optional Level 5 Unit Bank (see below) |

| Optional Level 5 Unit Bank |
|---|
| Specialist Units * |
| Group: Public Health and Health Promotion |
| 24 Health Psychology |
| 27 Social Policy in Public Health |
| 28 Holistic Approaches to Health Promotion |
| Group: Healthcare Management |
| 23 Managing Quality in Care Environments |
| 25 Facilitating Change in Healthcare Environments |
| 29 Human Resource Management for Healthcare |
| Group: Healthcare Assistant Practitioner |
| 32 Team and Individual Leadership: Mentoring and Coaching Others |
| 36 End of Life Care Planning and Support |
| Group: Nursing |
| 30 Pharmacology and Medicine Management |
| 38 Nursing – Principles and Fundamentals of Practice |
| Group: Shared Specialist |
| 20 Care Planning Processes in Healthcare Practice |
| 21 Recognising and Meeting the Needs of People with Long-term Health Conditions |

| Optional Level 5 Unit Bank |
|---|
| Optional Units A |
| 31 Providing Outpatient and Community Care |
| 33 Psychophysiological Disorders |
| 34 Global Health and Wellbeing |
| 35 Project Management for Healthcare |
| 37 Complementary Therapies in Healthcare Practice |
| Optional Units B: Specialist Assistant Practice (only available to students currently practicing in the area identified). |
| 39 Supporting Operating Department Practice |
| 40 Working with People Affected by Drug and Alcohol Addiction |
| 41 Healthcare Practice with Children and Young People |
| 42 Supporting Practitioners in Maternity Care |
| 43 Supporting Practitioners in Urgent Care Environments |
| 44 Supporting Rehabilitation Services |
| 45 Supporting Orthopaedic Care |
| 46 Supporting Mental Health Services |

*please note that a maximum of one specialist unit can be selected per pathway group



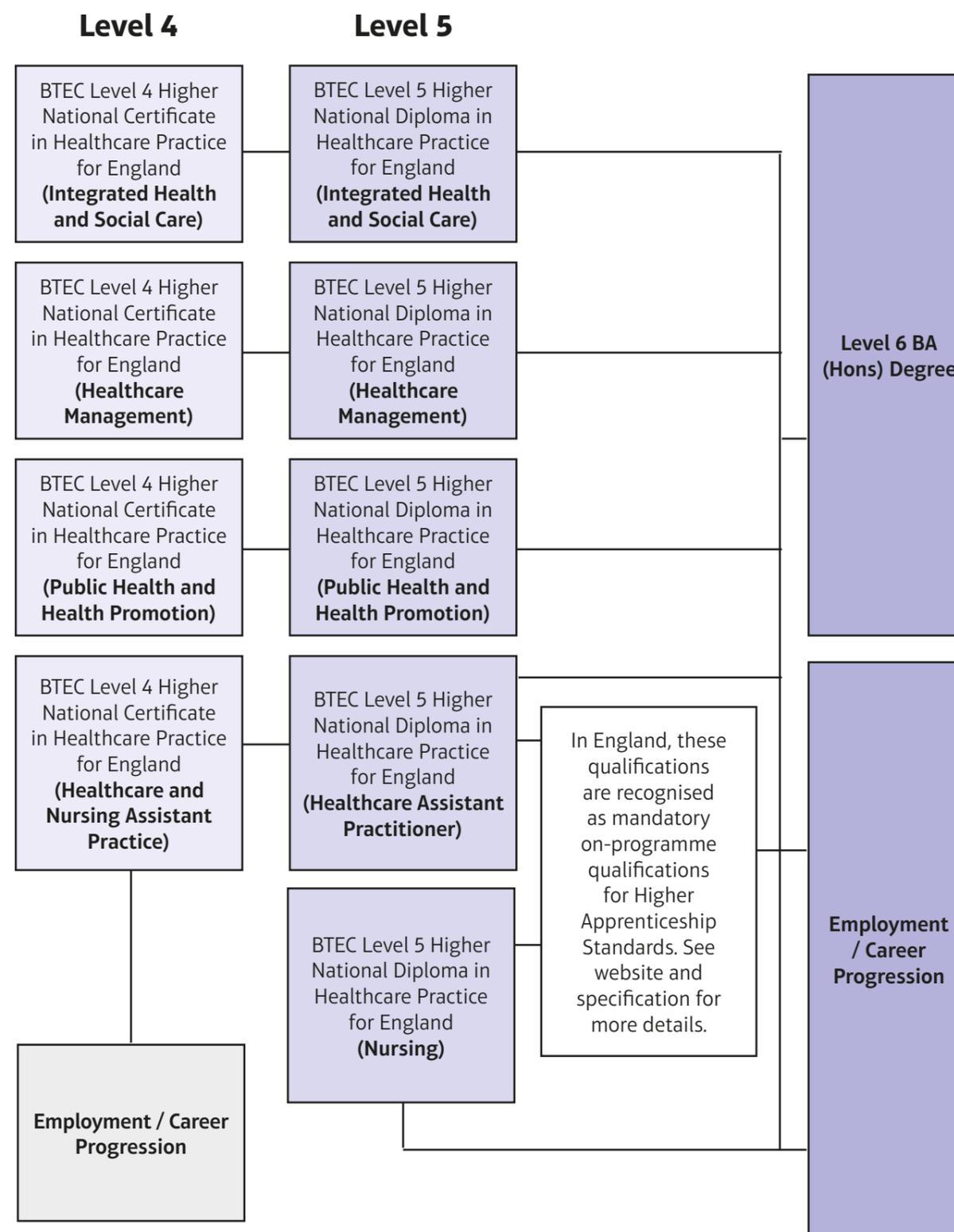
Progression opportunities:

The purpose of Pearson BTEC Higher Nationals in Healthcare Practice for England is to develop students as professional, self-reflecting individuals, able to meet the demands of employers in the health and social care sector and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

On successful completion of the Level 5 Higher National Diploma, students can develop their careers in the healthcare sector through:

- Completing a Higher Apprenticeship
- Entering employment;
- Continuing existing employment;
- Committing to Continuing Professional Development (CPD);
- Progressing to university.

Qualifications in Healthcare Practice England within the UK are referenced against relevant UK National Occupational Standards for Health as well as Healthcare Higher Apprenticeship Standards.



Assessment Strategy

Pearson BTECs combine a student-centred approach with a flexible, unit-based structure. Students are required to apply their knowledge to a variety of assignments and activities, with a focus on the holistic development of practical, interpersonal and higher level thinking skills. Assessment reflects not only what the student knows but also what he or she can do to succeed in employment and higher education in an ethical manner.

Pearson BTEC Higher Nationals have always allowed for a variety of forms of assessment evidence to be used, provided they are suited to the type of learning outcomes being assessed. For many units in the Higher Nationals in Healthcare Practice for England, the practical demonstration of skills in and outside of the workplace is necessary and, for others, students will need to carry out their own research and analysis, working independently or as part of a team.

To support you in this, we are providing centres with a guide to the assessment of work-based criteria as part of a resource for students to support their placements titled the Practical Learning, Assessment and Development portfolio (PLAD). It consists of a number of resources to help students, centres and work placement providers get the most out of their work experience and recognises the significant value that workplace experience brings in building students towards effective practice in the sector, rewarding students for their meaningful achievements and learning on placement.

Resources

We are providing a wealth of support to ensure that tutors and students have the best possible experience during their course. We have worked with students and tutors worldwide to create an effective and interactive community for our qualifications, called HN Global, an exciting new online platform created by Pearson to engage with Higher National students and tutors around the world.

Created in parallel with the development of the new BTEC Higher National qualifications, HN Global houses a great number of resources for students to get the most out of their BTEC Higher National experience.

Pearson also offer Study Skills units to all learners – an online toolkit accessed on HN Global that supports the delivery, assessment and quality assurance of BTECs in centres.

www.highernationals.com



Do you need centre approval?

Providers wishing to deliver the new Pearson BTEC Higher National qualifications (Pearson BTEC Higher National Healthcare Practice for England - first teaching January 2018) will be subject to a new qualification approval process, more aligned with that used in UK Higher Education. Email hnqa@pearson.com or visit qualifications.pearson.com/higher-nationals for more information about the process.

FAQs

1. 1. If a provider is already delivering the existing Higher National in Health and Social Care qualifications do they still need to obtain approval for delivering the new qualification?

Yes, existing providers would still be required to gain approval for delivering the new Higher National qualification but the process will be simplified for centres that meet the auto approval criteria. Approval will then be provisionally granted subject to the return of a signed declaration and payment of the approval fee. More details can be found in the support section of our website (<http://qualifications.pearson.com/>).

2. How long will the approval process take?

This will depend on whether the provider is eligible for auto approval. Once an existing provider has been notified of eligibility for auto approval, the approval will remain provisional until the provider returns the signed declaration and approval. If an existing provider is ineligible and requires a desk based review, the review cannot begin until the provider confirms its intention to proceed and the approval fee is paid. New providers will go through the standard provider approval process which currently takes about 20 days.

3. Is it possible for students to change their pathway at the end of their first year on the course programme?

Yes it is. Providers will need to advise Pearson registrations team and they will be able to transfer the student's registration to the appropriate pathway.

4. If Pearson are providing Example Assessment Briefs, do providers still have to devise their own assignments and complete internal verification of assignments?

Yes they do. Example Assessment Briefs are for guidance and support only and must be customised and amended according to localised needs and requirements. All assignments must still be moderated as per the internal verification process.

5. How will providers know what the accreditation requirements are for Professional Bodies and what students would need to do to claim Accreditation?

There will be further details and guidance for providers available on the Pearson qualifications website (<http://qualifications.pearson.com/>).

6. If I'd like to deliver this qualification as part of a Higher Apprenticeship Standard, are there any additional requirements?

Yes, you will need to be on the Register of Approved Training Providers (RoATP). If you are intending to use the Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Nursing) as the mandatory on-programme qualification for the Nursing Associate Higher Apprenticeship Standard, you will need to be approved by the Nursing and Midwifery Council (NMC) to deliver Pre-registration Nursing education.

7. Can I get any further information about Healthcare Apprenticeships and what Pearson offers?

Yes, more information can be found in the qualifications section of our website under Apprenticeships. You can also email our Apprenticeships team at WBLCentreSupport@pearson.com.

highernationals@pearson.com

qualifications.pearson.com/higher-nationals