

## Programme Specification

### HNC/D in Healthcare Practice for England (2018)

Date of Publication to Students: 2020

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found in the Module Specifications and in the Course Handbook.

The accuracy of the information contained in this document is reviewed by the College and may be checked within independent review processes undertaken by the Quality Assurance Agency.

**Awarding Body:** Pearson / Edexcel

Teaching Institution: Birmingham Metropolitan College (Sutton Coldfield Campus)

Final Award: BTEC Higher National Certificate/Diploma Healthcare Practice for England (2018)

Fall back Award:

Main fields of Study: Healthcare Practice for England (2018)

Modes of Study: Face to face, classroom teaching. Online teaching.

Language of Study: English

UCAS Code:

JACS Code:

**Relevant subject benchmark statements and other external reference points used to inform programme outcomes:**

The course aims, as set out in the programme specification, are consistent with the FHEQ level descriptors, the Degree Awarding Body descriptors and the College mission statement.

**Programme philosophy and aims**

### **The aims of the programme are to:**

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 healthcare 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.

### **Intended learning outcomes and the means by which they are achieved and demonstrated: Learning Outcomes**

Learners will be expected to develop the following skills during the programme of study:

To equip students with the healthcare practice skills, knowledge and the understanding necessary to achieve high performance in the global health and social care environment

- To provide education and training for a range of careers in healthcare, including: healthcare assistant practitioner roles in a range of settings, nursing assistant roles, care navigation, planning and assessment roles as well as roles in public health, health promotion and non-clinical healthcare supervisory or lower management
- To provide insight and understanding into the diversity of roles within the healthcare sector, recognising the importance of collaboration at all levels
- To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values
- To provide opportunities for students to enter or progress in employment in healthcare, or progress to higher education qualifications such as an Honours degree in Nursing, Public Health, Healthcare Administration or a related area
- To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives
- To support students to understand the local, regional and global context of healthcare practice, management and health promotion and, for those students with a global outlook, to aspire to international career pathways
- To provide students with opportunities to address contemporary health and care issues facing the sector, and society at large, with particular emphasis on integrated and compassionate care, and person-centred approaches to providing healthcare to individuals across their lifespan
- To provide opportunities for students to achieve a nationally-recognised professional qualification within their chosen area of specialisation
- To offer students the chance of career progression in their chosen field, with particular emphasis on achieving management-level positions, professional recognition and beyond
- To allow flexibility of study and to meet local or specialist needs
- To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations
- To provide students with opportunities to engage in an industry-recognised higher apprenticeship scheme that aligns with their employer's needs and their own career aspirations

- To provide students with the context in which to consider professional ethics and their relation to personal, professional and statutory responsibilities within the industry.

We meet these objectives by:

- Providing a thorough grounding in healthcare principles and a degree of specialism at Level 4 that leads the student to a range of specialist progression pathways at Level 5 relating to individual professions within the healthcare sector
- Equipping individuals with sector-relevant acumen, understanding and healthcare practice skills for success in a range of the healthcare, health promotion, navigation and non-clinical supervisory or lower management roles in healthcare
- Enabling progression to a university degree by supporting the development of appropriate academic study skills

### **Transferable Skills**

Cognitive and problem-solving skills: critical thinking, approaching non-routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively.

- Intrapersonal skills: self-management, adaptability and resilience, self-monitoring and self-development, self-analysis and reflection, planning and prioritising.
- Interpersonal skills: effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation.

Active personal research skills

- Effective writing skills
- Analytical skills
- Critical thinking and reflective practice
- Evidence-based practice
- Creative problem-solving
- Decision-making
- Team building
- Exam preparation skills
- Digital literacy
- Competence and capability in practice-based skills in the workplace
- Competence in assessment methods used in higher education.

**Learning, teaching and assessment strategies and methods used:****Teaching methods**

Discussion (group & teacher 1-2-1)

Presentation

Lecture

Guest speakers

Professional Reflection from learners

Seminars

Workshops The following teaching methods will be used:

**Summative Assessment Methods**

Coursework in form of essay, formal presentation, professional discussion, reflective accounts/journals or report.

**Formative Assessment Methods**

Written work from in class and at home

In class quizzes/tests

Discussion

Q&A

Workbooks

**Course structure and requirements, levels, modules, credits and awards**

Higher National Certificate Healthcare Practice (England), Level 4, 120 credits

Full Time Delivery (1 Year)

This would be delivered over 3 semesters:

Semester 1: Sept – Nov – Units 1,2,3

Semester 2: Nov – Feb – Units 4, 17

Semester 3: Feb – June – Units 13, 14

Higher National Diploma Healthcare Practice (England), Level 5, 120 credits

Full Time Delivery (1 Year)

This would be delivered over 3 semesters:

Semester 1: Sept – Nov – Units 18, 19

Semester 2: Nov – Feb – Units 22, 26

Semester 3: Feb – June – Units 28, 24

### **Course Modules, Level and Credit Values**

Higher National Certificate Healthcare Practice (England) – All Level 4 modules

Unit 1 – Law, Policy and Ethical Practice in Health & Social Care (Credit Value 15)

Unit 2 – Demonstrating Professional Principles & Values IN Health & Social Care (Credit Value 30)

Unit 3 – Supporting the Individual Journey through Integrated Health & Social Care (Credit Value 15)

Unit 4 – Fundamentals of Evidenced Based Practice (Credit Value 15)

Unit 17 – Effective Reporting and Record – Keeping in Health & Social Care Services (Credit Value 15)

Unit 13 – Supporting Individuals with specific needs (Credit Value 15)

Unit 17 – Sociological & Psychological Perspectives on Health (Credit Value 15)

Higher National Diploma Healthcare Practice (England) – All Level 5 modules

Unit 18 – Innovation and Improvement Through Action Research (Credit Value 30)

Unit 19 – Reflective Approaches in Implementing Person Centred Practice (Credit Value 15)

Unit 26 – Supporting Team and Partnership Working across health & Social Care Services. (Credit Value 15)

Unit 22 – Supporting Individuals through Significant Life events (Credit Value 15)

Unit 28 – Holistic Approaches to Health Promotion (Credit Value 15)

Unit 24 – Health Psychology (Credit Value 15)

### **Support for Learning including Personal Development Planning (PDP)**

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- An induction programme providing dissemination of essential information.
- A Learning and Resource Centre providing access to a variety of learning resources, with support from staff
- A Student Handbook containing important information including tutors, staff responsibilities, contacts and regulations and requirements of the course.
- Access to the College IT facilities
- Access to the College Student Services and Careers Advisor
- Access to a Student Counsellor
- Regular group personal development sessions
- A minimum of a one-to-one per term
- Consultation with tutor by email, telephone, VLE and other electronic sources

Students will produce their own Personal Development Plans and have periodic reviews with their Personal Tutor.

## Criteria for admission

### ACADEMIC REQUIREMENTS

- UCAS Tariff Points: 32 points

The tariff points can be made up of:

- A 'Level qualifications
- Vocationally relevant qualifications (BTEC, CACHE/NCFE)

### NON-ACADEMIC REQUIREMENTS

You will be required to attend an interview at the College's Sutton Coldfield site prior to an offer being made to you.

If you do not hold a Level 2 English and/or Maths qualification you may be required to undertake an initial assessment to ascertain your current literacy and/or numeracy levels and/or a free writing assessment.

We encourage applications from students who do not meet the entry requirements outlined but can demonstrate ability through work experience, portfolio of evidence or successful interview.

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

### Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

The quality of the programme will be closely monitored by all staff involved in its delivery. The Course Leader/ Departmental Manager is the local Manager who will oversee the delivery of the programme. The Vice Principal with responsibility for Higher Education and the Vice Principal for Curriculum and Quality monitor the overall effectiveness and quality through a robust College-wide quality control process. The programme will also adhere to the College's regulations and processes.

The College quality process applied to this programme includes:

- Regular teaching observations and reviews
- Staff skills updating as required
- Regular delivery team meetings
- Standardisation meetings and thorough internal verification process
- Course management meetings involving student representatives and course delivery team
- Seeking of student views during group tutorials, one to one tutorials and by formal College survey completion and national surveys.
- Termly Review Boards to review course performance on a regular basis.

- Production of programme Annual Monitoring Reports which detail the performance of the students and programme.
- End of module/programme Examination Boards, attended by an External Examiner where possible.
- A robust system for dealing with complaints or issues, should they arise.

Students will have regular opportunities to present their views to subject tutors during taught sessions, during tutorials and during one-to-one tutorials with teaching staff (by appointment). They will also be able to express their views to the Course Leader and also express their views via the student Course Representative who will convey views to the course team, at termly Course Management Meetings.

The Course Management Meetings are attended by the course team and student representatives and where possible an employer. Minutes of the meeting are recorded and an action log produced.

Students are given the opportunity to participate in both internal and external Higher Education Surveys.