

# Pearson BTEC Level 4/5

## HNC/HND Social and Community Work (RQF)



**PROGRAMME SPECIFICATION**



# Pearson BTEC Level 4/5

## HNC/HND Social and Community Work (RQF)

*For prospectus details about the programme, please see [www.lsme.ac.uk](http://www.lsme.ac.uk)*

### AWARD DETAILS

#### **QAN, Title and Name of Final Award(s) & Credits**

603/2492/2	Pearson BTEC Level 4 HNC in Social and Community Work (RQF)	120 Credits
603/2493/4	Pearson BTEC Level 5 HND in Social and Community Work (RQF)	240 Credits

#### **Course Duration**

HNC: One Year

HND: Two Years

#### **Level of the Programme**

All awards offered under this programme are at Level 4 for HNC and Level 5 for HND of the Framework for Higher Education Qualifications in England, Wales & Northern Ireland (FHEQ).

[www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf)

## **Relevant Subject Benchmark Statement**

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

- The ability to analyse, synthesise and summarise information critically
- The ability to read and use appropriate literature with a full and critical understanding
- The ability to think critically and independently and solve problems
- The ability to apply subject knowledge and understanding to address familiar and unfamiliar problems
- The ability to recognise the moral and ethical issues of health and social care practice and research; appreciating the need for ethical standards and professional codes of conduct
- An appreciation of the interdisciplinary nature of health and social care service provision
- The capacity to give a clear and accurate account of a subject, assemble arguments in a mature way and engage in debate and dialogue both with specialists and non-specialists.

*For more information on subject benchmarking, please see [www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subjectbenchmarkstatements.aspx](http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subjectbenchmarkstatements.aspx)*

## **Awarding Institution**

Pearson Education

## **Language of Study and Assessment**

English

*Please see 'English language requirements' further below regarding the standard required for entry.*

## ADMISSION INFORMATION

### **General Entry Requirements**

Students who wish to undertake the HND programme must:

- Be at least 18 years of age
- Have a level 3 qualification, such as BTEC National Diploma in Health & Social Care or equivalent qualification in Health and Social care, or GCE Advanced level profile which demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A\* to C
- Have a current enhanced DBS certificate
- Pass an initial assessment test (CEFR Level B2) literacy and numeracy with in-depth proficiency in academic writing) at LSME.

Acceptance on the course will be subject to a face to face interview.

### **English Language Requirements**

It is essential to have an excellent command of the English language to benefit from studying for the programme. All students will be required to obtain an acceptable grade in their approved English language test (GCSE or equivalent) if their first language is not English. Applicants who have not studied in English for the final two years of their qualification may also achieve an IELTS minimum score of 5.5 in the written, listening, reading and speaking component of the test or equivalent. LSME will also request that an applicant take our internal Initial Assessment Numeracy and Literacy test even if the above conditions have been met, and must achieve at CEFR Level B2 and show competence in academic writing in order to qualify for the programme.

### **Financial Requirements**

All students are required to have sufficient funds to cover programme tuition fees and maintenance costs for the duration of their studies. For self-funded students, the college should receive a minimum of 50% of their tuition fee to qualify for an admission letter. The remaining fees are payable in full on registration. Students offered admission will be required to sign a financial declaration form confirming that they understand this

situation and will have sufficient financial support for the duration of their studies. Evidence of available funds may be required.

UK/EU nationals can apply for a student' loan through the SLC to cover their tuition and maintenance costs for the duration of the course. The School is not able to provide financial assistance to any student whose funds prove to be inadequate at any stage during the programme.

*For more information on SLC application visit  
[www.slc.co.uk](http://www.slc.co.uk) & [www.lsme.ac.uk/student-finance](http://www.lsme.ac.uk/student-finance)  
for information on tuition fee amounts read the prospectus at  
[www.lsme.ac.uk](http://www.lsme.ac.uk). Also read our policy on student tuition fee and refunds.*

### **Students with Disabilities (including Dyslexia and Mental Health Issues)**

LSME welcomes applications from students with disabilities – which may include mobility or dexterity impairment, chronic medical conditions (e.g. diabetes, HIV, epilepsy, asthma) or chronic pain/fatigue, mental health difficulties, specific learning difficulties (e.g. dyslexia or dyspraxia), Asperger's Syndrome and other autism spectrum disorders, or any other condition which has a long-term and adverse effect on studying.

The College aims to offer as much appropriate assistance as possible to accommodate individual needs and will take all reasonable steps to ensure that both the application procedure and the programme itself are organised and delivered to offer all students the opportunity to participate fully.

Applicants are encouraged to disclose any specific disability at the time of application (via the 'Equal Opportunities' and 'College Application' forms), and let the administration know if anything further can be done to make the application and selection process as accessible as possible. This helps the College to ensure that applicants' specialist needs can be understood, and any obstacles minimised, throughout the application and admission process.

Once registered, the College can provide specific support to students with disabilities throughout their studies. Students are encouraged to disclose any disability from as early as possible; the Student Welfare Officer can answer queries and provide confidential advice at any point. Any special arrangements may be made via the Student Welfare Officer.

*Please see further information at [www.lsme.ac.uk](http://www.lsme.ac.uk)  
(under our policy on student learning support).*

## **Intake Quota**

There is no specific intake quota for the programme, but the numbers admitted each year are very limited. Applications for places are reviewed and any offer letters are issued in the order in which they arrive. Prospective students are therefore encouraged to apply as early as possible, as admittance to the programme may close up to several months ahead of the start of each new academic year.

## **PROGRAMME AIMS AND OBJECTIVES**

### **Educational Aims of the Programme**

The aim of the programme – consistent with LSME’s mission to provide comprehensive training for health and social care professionals – it is designed to provide a specialist vocational programme and offers a strong health and social care sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding. The programme is intended to provide opportunities for students to enter or progress in employment in social or community work, or progress to higher education qualifications by supporting the development of appropriate academic study skills such as an Honours degree in Social Work, Youth and Community Work, Childhood Studies, Public Health, Social Policy or a related area.

### **Learning, Teaching and Assessment Methods**

The programme is taught through a variety of teaching methods including lectures, small group seminars and group work with peers. All elements of the programme have specific learning outcomes with content designed to help students achieve these outcomes. Students are expected to learn through both directed and self-directed study.

The programme is assessed through individual unit assessments (which may include essays, other written coursework, group work, presentations or other methods).

## Practice Themes

By the end of the HND programme, students will be expected to achieve the following broad learning objectives – drawing on material taught across different elements and assessed in a variety of ways.

Practice Theme	Learning Requirements (Units)	Assessment Requirements (Assessment Criteria)
Theme 1: Law, Regulation and Ethical Practice	Unit 1: Law, Policy and Ethical Practice in Health and Social Care Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice Unit 4: Fundamentals of Evidence-Based Practice (Pearson-Set Project) Unit 5: Organisational Contexts of Social and Community Work Unit 6: Social Policy and Administration Unit 17: Effective Reporting and Record Keeping in Health and Social Care Services Unit 19: Reflective Approaches in Implementing Person-Centred Practice Unit 20: Investigating Innovative Approaches to Practice in Social and Community Work Unit 22: Coproduction and Partnership Working in Social and Community Work Unit 23: Managing Quality in Care Environments Unit 25: Safeguarding Children, Young People and Vulnerable Adults Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services	Internally assessed coursework in the form of reports, essays, discussion, oral presentations etc

<p>Theme 2: Professional Values, Attitudes and Behaviours</p>	<p>Unit 3: Mental Health and Wellbeing: a Whole Person Approach</p> <p>Unit 28: Building Relationships with Individuals in Marginalised Communities</p> <p>And units 1, 2,4,5,17,19,20,22,23,25,26</p>	<p>Internally assessed coursework in the form of reports, essays, discussion, oral presentations etc</p>
<p>Theme 3: Health, Safety and Safeguarding Through The Lifespan</p>	<p>Units 1,2,3,4,5,17,19,20,22,23,25</p>	<p>Internally assessed coursework in the form of reports, essays, discussion, oral presentations etc</p>
<p>Theme4: Valuing and Promoting Diversity, Difference And Inclusion</p>	<p>Units 1,2,3,4,5,6,19,20,22,23,25,26,28</p>	<p>Internally assessed coursework in the form of reports, essays, discussion, oral presentations etc</p>
<p>Theme 5: Promoting Physical And Mental Health And Wellbeing</p>	<p>Unit 1,2,3,4,5,19,20,22,25,28</p>	<p>Internally assessed coursework in the form of reports, essays, discussion, oral presentations etc</p>

Theme 6: Numeracy In Practice	Units 2,4,17,20,23	Internally assessed coursework in the form of reports, essays, discussion, oral presentations etc
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## LEARNING TIMES

### Modes of Study and Duration of Study

The main part of the programme is taught 'face-to-face' at LSME. There is also a 225 and 375 hours work placement component required for the HNC and HND programme respectively. After the end of formal teaching, the final part of the programme is a period of up to two-month intensive research project work. If appropriate, part of or the whole of the project period may be spent away from the School, whether in the UK or abroad.

The programme may be taken on a full-time as follows:

Mode	Standard Period of Registration
Full-time HND (involves attending the College 15 hours each week during term-time)	2 Academic Years
Full-time HNC (involves attending the College 15 hours each week during term-time)	1 Academic Year

### Estimated Number of Guided Learning Hours

The programme comprises a total of 2400 notional learning hours for a two year HND programme (240 UK credits at HND level) and 1200 notional learning hours

for HNC (240 UK credits at HNC level), based on a mix of contact teaching time, directed study, and self-directed study time plus assessment.

It is generally expected that full-time students will spend on average 30-40 hours a week on the study, including face-to-face sessions and private study. During term-time, each week will typically include 15 hours of contact time within the College, 10 hours of placement activity and 10 hours of self-directed study.

## CREDIT AND ASSESSMENT GRADING

### Credit Scheme

The Pearson programmes operate a credit system which is consistent with the Higher Education Credit Framework for England. Credits are awarded for successful completion of units and the research project in the case of HND qualification.

Award of the HNC is based on successfully obtaining 120 credits in total from approved units.

Award of the HND is based on successfully obtaining 240 credits in total from approved units.

### Assessment Grading

Students will be assessed by handing in written coursework for each unit. The assessor grades the assignment individually and classifies the grades for the students in one of the 4 categories.

**Ungraded:** The student has failed to achieve the objectives laid down for a minimal pass.

**Pass:** A pass is awarded for the achievement of all outcomes against the specified outcome criteria. It is achieved by meeting all the requirements defined in the outcome criteria.

**Merit:** In order to achieve a Merit, the student must, in addition to achieving a Pass, be able to:

- Identify and apply strategies to find appropriate solutions
- Select/design and apply appropriate methods/techniques
- Present and communicate appropriate findings.

**Distinction:** In order to achieve a Distinction, the student must, in addition to achieving a Pass and a Merit, be able to:

- Use critical reflection to evaluate own work and justify valid conclusions • Take responsibility for managing and organising activities
- Demonstrate convergent/lateral/creative thinking.

In order to be awarded a Higher National Certificate/Diploma, you must achieve a grade of minimum pass in all of the units as defined in the programme.

Students who fail to achieve a pass will be given another opportunity to resubmit the same assignment but their final grade on resubmission will be capped at a Pass. Failure to achieve a Pass in a resubmitted assignment would mean the student should repeat the unit. A repeat unit would require full attendance in the next academic year and submission of a new assignment and the final grade being capped at a pass.

## CALENDAR AND CURRICULUM

### Study Calendar

The academic year is broken up into three terms. Students are also expected to continue their studies (through reading, revision etc.) during the breaks between terms.

**Term 1** (Autumn) runs from September to December (14 weeks total).

There is a compulsory orientation and induction for new students at the very beginning of the term for 2 weeks. Formal teaching then runs for 9 weeks, which is interspersed with 3 weeks of assignment preparation and submission, making a total of 14 weeks.

**Term 2** (Spring) runs from January to March/April (10 weeks total).

There is a compulsory orientation and induction of new students at the beginning of the term for 2 weeks.

Formal teaching then runs for 6 weeks, which is interspersed with 2 weeks of assignment preparation and submission, making a total of 10-12 weeks.

**Term 3** (Summer) runs from April to July (14 weeks). There is a compulsory orientation and induction of new students at the beginning of the term for 2 weeks.

Formal teaching then runs for 9 weeks, which is interspersed with 3 weeks of assignment preparation and submission, making a total of 14 weeks.

## HNC AND HND UNITS

### Level 4 HNC Units

Level 4 Unit no. and type	Title	TQT	GLH	Unit Level	Unit Credit
1 Core	Law, Policy and Ethical Practice in Health and Social Care	150	60	4	15
2 Core	Demonstrating Professional Principles and Values in Health and Social Care Practice	300	120	4	30
3 Core	Mental Health and Wellbeing: a Whole Person Approach	150	60	4	15
4 Core	Fundamentals of Evidencebased Practice (Pearson-set Project)	150	60	4	15
5 Specialist	Organizational Contexts of Social and Community Work	150	60	4	15
6 Specialist	Social Policy and Administration	150	60	4	15
17 Specialist	Effective Reporting and Record-keeping in Health and Social Care Services	150	60	4	15

### Level 5 HND Units

Level 4 Unit no. and type	Title	TQT	GLH	Unit Level	Unit Credit
1 Core	Law, Policy and Ethical Practice in Health and Social Care	150	60	4	15
2 Core	Demonstrating Professional	300	120	4	30

	Principles and Values in Health and Social Care Practice				
3 Core	Mental Health and Wellbeing: a Whole Person Approach	150	60	4	15
4 Core	Fundamentals of Evidence-based Practice (Pearson-set Project)	150	60	4	15
5 Specialist	Organizational Contexts of Social and Community Work	150	60	4	15
6 Specialist	Social Policy and Administration	150	60	4	15
17 Specialist	Effective Reporting and Recordkeeping in Health and Social Care Services	150	60	4	15
<b>Level 5 unit no and type</b>	<b>Title</b>	<b>TQT</b>	<b>GLH</b>	<b>Unit Level</b>	<b>Unit Credit</b>
19 Core	Reflective Approaches in Implementing Person-centered Practice	150	60	5	15
20 Core	Investigating Innovative Approaches in Social and Community Work	300	120	5	30
22 Specialist	Coproduction and Partnership Working in Social and Community Work	150	60	5	15
23 Specialist	Managing Quality in Care Environments	150	60	5	15
25 Specialist	Safeguarding Children, Young People and Vulnerable Adults	150	60	5	15
26 Specialist	Supporting Team and Partnership Working Across Health and Social Care Services	150	60	5	15
28 Specialist	Building Relationships with Individuals in Marginalized Communities	150	60	5	15

**Year 1 &2: HNC and HND Units**

<b>YEAR ONE</b>		
<b>Term</b>	<b>Unit</b>	<b>Unit title</b>
First-term	Unit 1	Law, Policy and Ethical Practice in Health and Social Care
	Unit 2	Demonstrating Professional Principles and Values in Health and Social Care Practice
	Unit 3	Mental Health and Wellbeing: a Whole Person Approach
Second Term	Unit 2	Demonstrating Professional Principles and Values in Health and Social Care Practice
	Unit 4	Fundamentals of Evidence-based Practice (Pearson-set Project)
	Unit 6	Social Policy and Administration
Third Term	Unit 17	Effective Reporting and Record-keeping in Health and Social Care Services
	Unit 2	Demonstrating Professional Principles and Values in Health and Social Care Practice
	Unit 4	Fundamentals of Evidence-based Practice (Pearson-set Project)
<b>YEAR 2</b>		
<b>Term</b>	<b>Unit</b>	<b>Unit title</b>
First-term	Unit 19	Reflective Approaches in Implementing Person-centered Practice
	Unit 20	Investigating Innovative Approaches in Social and Community Work
	Unit 22	Coproduction and Partnership Working in Social and Community Work
Second Term	Unit 20	Investigating Innovative Approaches in Social and Community Work
	Unit 23	Managing Quality in Care Environments
	Unit 25	Safeguarding Children, Young People and Vulnerable Adults
Third	Unit 20	Investigating Innovative Approaches in Social and

Term		Community Work
	Unit 26	Supporting Team and Partnership Working Across Health and Social Care Services
	Unit 28	Building Relationships with Individuals in Marginalized Communities.

### **Pearson-set Assessment**

At both Level 4 and Level 5, as part of the Core units, there are Pearson-set assignments. Each year, Pearson will issue a Theme and (for Level 4) a set of related Topics. Centres will develop an assignment, to be internally assessed, to engage students in work related to the Pearson-set Theme.

At Level 4, students will select a Topic to further define their approach to the Theme and assignment. At Level 5, it is expected that students will define their own Topic, in negotiation with tutors, based on the Pearson-set Theme.

### **Practice-based Assessments**

A key feature of the Higher Nationals in Social and Community Work is the inclusion of 'practice-based assessment' at Level 4 and Level 5. These assessments are intended to provide a framework in which necessary work-based learning can be delivered and assessed, relative to the pathway the student is on. These assessments are embedded in some units on the qualification. This enables us to develop both greater depth and to support students to engage with more Specialist areas of the subject and engage meaningfully with the employers that students are placed with.

Two hundred and twenty-five and three hundred and seventy-five hours of work experience should be completed for the HNC and HND qualifications respectively. These will begin from year one and evidence will include the submission of Placement Learning. The Pearson-set project will be introduced in class in the first semester of year one. Students' progress with work experience and data collection and analysis will be monitored throughout the duration of their chosen qualification in tutorials and assignment workshops.

## **Additional Student Support**

Training sessions covering areas like an introduction to computing, basic numeracy skills, English for academic purposes, study skills, academic referencing and more are offered during the programme. Further details of these will be found on the Moodle Platform VLE of the College.

## **STUDENT SUPPORT, GUIDANCE AND RESOURCES**

### **Student Charter**

LSME has a student charter which summarises the standards of service the College expects and aspires to offer students, as well as the standards of conduct which students should expect and aspire to follow in turn. Students and prospective students are encouraged to read this.

*For further information on the student charter please visit [www.lsme.ac.uk](http://www.lsme.ac.uk)*

### **The Student Community**

All students on the College have an elected representative whose main role is to act on behalf of the entire student body, provide a focus for student opinion and identity across LSME, through representation on committees and by acting as a link between staff and students. In addition, the student body organizes LSME-wide social events occasionally.

### **Personal Tutors**

Students on the programme are allocated a personal tutor who can provide both academic guidance and more general support or pastoral care. The personal tutor relationship is not only about direct teaching – although tutors can recommend or arrange for their tutee to see other specific members of staff regarding specific nonacademic and academic matters. Personal tutors mainly act as a point of contact to discuss practical issues or questions regarding the programme, such as module choices or project selection, or as a first-line sympathetic ear for personal problems.

## **Student Welfare and Support**

The Student Welfare officer offers advice and support for any practical or emotional issues students may experience during their time at LSME. The Officer is available to talk to any student who is experiencing anxiety or stress, study-related or otherwise.

All appointments with the Student Welfare Officer are strictly confidential, and no information volunteered by a student will be passed on to anyone else without permission.

*Visit [www.lsme.ac.uk](http://www.lsme.ac.uk) for further information and advice on student welfare provision*

## **Learning Resources and Facilities**

Students on the programme have access to a library. VLE and IT (computing) resources and facilities, as well as many other standard facilities such as common room, etc.

## **Careers Advice and Resources**

The College's Careers Service can provide confidential advice and guidance appropriate to the diverse needs of students at the School, from those with established careers who wish to change direction to those who have come from level 3 and are looking to establish a career. We assist on an individual basis (including help with career planning, CV writing and interview technique), in small groups, or through College-wide events (arranging regular careers events and forums, talks by speakers from relevant organisations).

*For further information, please visit [www.lsme.ac.uk](http://www.lsme.ac.uk).*

## **PROGRAMME QUALITY**

### **Quality Evaluation and Enhancement**

The programme is subject to LSME's rigorous internal quality assurance processes, including standard annual monitoring, internal verification, External moderation by Pearson and overall annual college review. As students reach the end of the term and also at the end of the year or programme, they are asked to give specific feedback both

via class discussion sessions and a survey. Feedback on other topics, including the content of specific modules as well as more general issues like library facilities, will also be sought throughout the period of study. Such feedback is anonymised, analysed, discussed and followed up by appropriate committees and functions within the College.

Operation of the programme itself is overseen by a dedicated Health and Social Care Departmental committee. A range of further LSME committees and functions are responsible for identifying and resolving any problems, improving programme quality and enhancing the student experience on an ongoing basis.

## AFTER GRADUATION

### **Possible Routes to Further Study**

Successful completion of the programme may serve as excellent preparation for students who wish to go on to take a degree in health and social care at level 6 or 7.

*Further information on career progression in health and social care can be found at <http://www.skillsforcare.org.uk/socialwork/introductions> [http://careerpathways.skillsforcare.org.uk/what\\_is/what\\_types.html](http://careerpathways.skillsforcare.org.uk/what_is/what_types.html)*

### **Possible Routes to Employment**

Learners can progress in employment as personal assistants, care workers, support workers, care manager trainees, working at a higher level with increased responsibilities, autonomy and expertise, or have a supervisory and managerial role.

## ABOUT THIS DOCUMENT

This programme specification applies for the Academic Year 2019-20 and has been developed in line with the nationally agreed reference points for assuring the quality and standards of higher education in the United Kingdom, known as the Academic Infrastructure.

*For further information,  
please see [www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx](http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx)*



**LONDON SCHOOL**<sup>®</sup>  
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