

Programme Specification

HNC in Social and Community Work (Integrated Health and Social Care)

1	Key Dates	Date of Production:	Latest Revision Date:
		June 2022	N/A
2	School	Social Care and Community Practice	
	Department	Education and Social Care	
3	Awarding Organisation	Pearson	
4	Teaching Institution	Bradford College	
5	Precise title of the final award	Pearson BTEC Level 4 Higher National Certificate in Social and Community Work (Integrated Health and Social Care)	
6	Programme title	Higher National Certificate in Social and Community Work (Integrated Health and Social Care)	
7	Details of Accreditation	Pearson/BTEC Regulated Qualifications Framework (RQF) Social and Community Work specification - September 2018	
8	FHEQ Level (<i>does not apply to HNC</i>)	Level 4	
9	UCAS Code	N/A	
10	Mode of Attendance and normal duration of the award [<i>full-time or part-time</i>] 1 year/2 years	Full-time: 1 year Part-time: 2 years	
11	Relevant QAA Subject Benchmark Statements	<p>Subject benchmark statements (although not specifically applicable to Higher Nationals provision) provide a means for the academic community to describe the nature and characteristics of programmes in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.</p> <p>Pearson BTEC Higher National qualifications are designated higher education qualifications in the UK. They are aligned to the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements.</p>	

		<p>The programme learning outcomes mentioned below (section 14) have been informed by the QAA subject benchmark statements for:</p> <p>Health Studies Social Policy Sociology Youth and Community Work</p>
<p>12</p>	<p>Criteria for Admission to the Programme</p>	<p>For the HNC programme, the entry requirements are:</p> <ul style="list-style-type: none"> ▪ A BTEC Level 3 qualification in Health and Social Care (or relevant subject). ▪ A GCE Advanced Level profile that demonstrates strong performance in a relevant or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades A* to C and/or 9 to 4 (or equivalent) in subjects such as maths and English. ▪ Other relevant Level 3 qualifications. ▪ An Access to Higher Education Diploma awarded by an approved Further Education institute. ▪ Related work experience. ▪ An international equivalent of the above.
<p>13</p>	<p>Educational Aims of the Programme</p>	<p>Pearson BTEC Higher Nationals are designed to help students secure the knowledge, skills and behaviours needed to succeed in the workplace. They represent the latest in professional standards and provide opportunities for students to develop behaviours for work, for example by undertaking practical laboratory work.</p> <p>The Pearson BTEC Level 4 Higher National Certificate in Social and Community Work offers students a broad introduction to the subject area via a mandatory core of learning, while allowing for the acquisition of skills and experience through a range of units at Level 4.</p> <p>Students will gain a wide range of sector knowledge tied to practical skills gained in research, self-study, directed study and workplace scenarios.</p> <p>By undertaking this qualification, students will learn reflective skills linking to practice and will develop work life skills through the placement. The units will allow students to become critical thinkers and expand their knowledge around specific areas of practice such as youth and community work, sociological approaches and mental health and social care, ensuring that</p>

students successfully completing the leave the course will have with a well-rounded knowledge base to help secure further study or employment.

The objectives of the Pearson BTEC Higher Nationals in Social and Community Work are as follows:

- To equip students with social and community work skills and the knowledge and 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 social and community work, including: family support work roles, resource officer and personal assistant roles, community development work, public health and community support work, care planning roles, advocacy, social services supervisory or lower management roles, counselling and rehabilitation support roles.
- To provide insight and understanding into the diversity of roles within the social and community work 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 social or community work, or progress to higher education qualifications such as an Honours degree in Social Work, Youth and Community Work, Childhood Studies, Public Health, Social Policy 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 social and community work, management and community development and, for those students with a global outlook, to aspire to international career pathways.
- To provide students with opportunities to address contemporary social care issues facing the sector, and society at large; with particular emphasis on integrated and compassionate care, and person-centred approaches to providing social care interventions and support to individuals across the 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.

	<ul style="list-style-type: none"> ▪ 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 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. 																				
14	<p>Programme Learning Outcomes</p> <p>On successful completion of the programme, the student will be able to demonstrate the following:</p> <p>Knowledge and Understanding</p> <table border="1"> <tr> <td>KU1</td> <td>Knowledge and understanding of the fundamental principles and practices of the contemporary social and community work practice environment, including the role of ethics in underpinning social and community work practice.</td> </tr> <tr> <td>KU2</td> <td>Understanding and insight into the values of social and community work, including person-centred practice and compassionate care, the impact of these values on professional practice and the experience of users of services, and the structure and function of health and social care.</td> </tr> <tr> <td>KU3</td> <td>A critical and up-to-date understanding of the evolving concepts, theories and models within the study of social and community work across a range of practical and hypothetical scenarios.</td> </tr> <tr> <td>KU4</td> <td>An ability to evaluate and analyse a range of concepts, theories and models to make appropriate decisions.</td> </tr> <tr> <td>KU5</td> <td>An appreciation of the concepts and principles of CPD, staff development, leadership and reflective practice as methods and strategies for personal and people development.</td> </tr> <tr> <td>KU6</td> <td>Knowledge and understanding of vital concepts, principles and theories relating to the role of law, policy and professional regulation in health and social care, and the capacity to challenge unjust or unfair practice in relation to these.</td> </tr> <tr> <td>KU7</td> <td>Critical understanding of the multidisciplinary nature of social and community work, and how health and social care organisations, professionals and services communicate with one another, support processes and lead to collaborative, informed solutions to a problem.</td> </tr> <tr> <td>KU8</td> <td>An appreciation of the historical contexts of social and community work, nationally and on an international scale</td> </tr> <tr> <td>KU9</td> <td>Critical understanding of the use of sector standard technical documentation and practices.</td> </tr> <tr> <td>KU10</td> <td>NO KU10 IN PEARSON SPECIFICATION</td> </tr> </table>	KU1	Knowledge and understanding of the fundamental principles and practices of the contemporary social and community work practice environment, including the role of ethics in underpinning social and community work practice.	KU2	Understanding and insight into the values of social and community work, including person-centred practice and compassionate care, the impact of these values on professional practice and the experience of users of services, and the structure and function of health and social care.	KU3	A critical and up-to-date understanding of the evolving concepts, theories and models within the study of social and community work across a range of practical and hypothetical scenarios.	KU4	An ability to evaluate and analyse a range of concepts, theories and models to make appropriate decisions.	KU5	An appreciation of the concepts and principles of CPD, staff development, leadership and reflective practice as methods and strategies for personal and people development.	KU6	Knowledge and understanding of vital concepts, principles and theories relating to the role of law, policy and professional regulation in health and social care, and the capacity to challenge unjust or unfair practice in relation to these.	KU7	Critical understanding of the multidisciplinary nature of social and community work, and how health and social care organisations, professionals and services communicate with one another, support processes and lead to collaborative, informed solutions to a problem.	KU8	An appreciation of the historical contexts of social and community work, nationally and on an international scale	KU9	Critical understanding of the use of sector standard technical documentation and practices.	KU10	NO KU10 IN PEARSON SPECIFICATION
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KU11	How to deploy appropriate tools, theories, principles and methodologies to analyse, specify, construct and evaluate care plans and care planning in health and social care contexts.
KU12	An ability to apply sector standard methods in assessment and care planning to inform the development of appropriate and consistent health and care services.
KU13	An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace.
KU14	The impact of own experiences on fair and reasonable judgement, knowing where to go to obtain appropriate guidance and support, and own role in the decision-making hierarchy.
Cognitive Skills	
CS1	NO CS1 IN PEARSON SPECIFICATION
CS2	Recognise and critically evaluate the professional, economic, social, environmental, moral and ethical issues that influence sustainable social and community work practice.
CS3	Be able to critique a range of systems and operations and their application to maximise and successfully meet the needs of service users and uphold principles of social justice and ethical practice.
CS4	Interpret, analyse and evaluate a range of data, sources and information to inform evidence-based decision-making.
CS5	Analyse health and health issues alongside health information and qualitative and quantitative data that may be drawn from a wide range of disciplines.
CS6	Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world scenarios. ALSO LISTED AS CS6 IN PEARSON SPECIFICATION Evaluate the changing needs of the social and community work environment and have confidence to self-evaluate and undertake additional CPD as necessary.
CS7	Demonstrate resilience and self-care towards becoming an effective practitioner in social or community work practice.
Applied Skills	
AS1	Evidence the ability to appropriately apply a person-centred approach to managing relationships with service users and develop appropriate policies and strategies to meet stakeholder expectations.
AS2	Integrate theory and practice through the investigation and examination of practices in the workplace.
AS3	Evidence the ability to develop outcomes with service users, using appropriate assessment and planning practices and data to make justified recommendations.
AS4	Apply innovative ideas to develop and create new systems or services that respond to the changing and complex nature of social and community work practice.

AS5	Synthesise relevant information to be able to demonstrate an evidence-based approach to evaluating and analysing complex practical problems and to providing effective solutions.
AS6	Apply ethical approaches and demonstrate respect for the diversity of values associated with health and physical, mental and emotional wellbeing in practice in the workplace.
AS7	NO AS7 IN PEARSON SPECIFICATION
AS8	Demonstrate persistence in locating, receiving and responding to a variety of information sources (e.g. textual, numerical, graphical and digital) in defined contexts.
Transferable Skills	
TS1	Develop a skill set to enable the evaluation of appropriate actions taken for solving problems in a specific organisational context.
TS2	Self-reflection, including self-awareness; the ability to become an effective student and appreciate the value of the self-reflection process.
TS3	Undertake independent learning to expand own skills and delivered content.
TS4	Competently use digital literacy to access a broad range of research sources, data and information.
TS5	Communicate confidently and effectively, both orally and in writing, both internally and externally, with individuals using health, care and support services, organisations and other stakeholders, adapting own communication to suit the needs of the audience.
TS6	Communicate ideas and arguments in an innovative manner using a range of media.
TS7	Communicate effectively, verbally and in writing, and articulate well-defined issues for a variety of purposes, taking into account the audience viewpoint.
TS8	Demonstrate strong interpersonal skills, including demonstrating empathic and active listening and oral communication skills, as well as the associated ability to persuade, present and negotiate.
TS9	Identify personal and professional goals for continuing professional development to enhance competence to practise within a social or community work-related field.
TS10	Take advantage of available pathways for continuing professional development through higher education and Professional Body qualifications.
TS11	Develop a range of skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies.
TS12	Show an ability to work as a member of a health and care team, recognising the different roles within a team and the different ways of organising teams.
TS13	Reflect adaptability and flexibility in approach to work, showing resilience under pressure and meeting challenging targets within given deadlines.
TS14	Use quantitative skills to manipulate data, evaluate and verify existing theory.

TS15	Show awareness of current developments in social and community work and their impact on employability and CPD.
TS16	Manage small- to medium-scale projects using appropriate planning and time management techniques.
TS17	Display emotional intelligence and sensitivity to diversity in relation to people and cultures.

15	Key Learning & Teaching Strategy Methods	
<p>The learning and teaching strategy for the Higher National Certificate in Social and Community Work (Integrated Health and Social Care) is explicitly designed to contribute to the achievement of the intended learning outcomes which are clearly expressed at programme and unit level.</p>		
Lectures and Seminars	<p>Lectures and seminars offer an opportunity to engage with the full cohort of students, where the focus is on sharing knowledge through the use of presentations. Unit tutors have extensive subject specialist knowledge and experience which is embedded into lectures and seminars to ensure that the students have up-to-date and industry specific knowledge.</p>	
Workshops and Labs	<p>These are used to build on knowledge shared via tutors through group work. Teaching can be more in-depth where knowledge is applied, for example, to case studies or real-life examples. Workshops could be student-led, where students present, for example, findings from case studies from practice or independent study. The balance between lectures, seminars and workshops is dictated by the learning outcomes for each unit.</p>	
Tutorials	<p>These provide an opportunity for focused one-to-one support, where teaching is led by an individual student's requirements. These can be most effective in the run-up to assessment, where tutors can provide more focused direction, perhaps based on a formative assessment. Students will have a structured tutorial programme and can request additional tutorials if required. All students will participate in an extensive induction which will commence at the start of the programme and continue throughout their studies. This will include re-visiting and developing academic skills including academic writing, research and referencing, alongside developing key soft skills.</p>	
Virtual Learning Environments (VLEs)	<p>These are invaluable to students studying on a face-to-face programme. Used effectively, VLEs not only provide a repository for taught material such as presentation slides or handouts, but could be used to set formative tasks such as quizzes. Further reading is located on the VLE, along with a copy of the programme documents, such as the handbook and assessment timetable. The subject specialist librarian regularly accesses and updates VLE pages to ensure that the most relevant and up-to-date journals and e-books are linked and students have access to them. Tutors provide a wide range of resources on the VLE and through MS Teams, including further reading, videos, flipped learning tasks and links to essential sources.</p>	
Work Based Learning	<p>The Social and Community Work teaching team works closely with a number of partners in the field to ensure that academic content is closely linked to the world of work. This adds realism and provides students with an opportunity to link theory to practice.</p>	

	Each student will undertake 225 hours of work placement to enable them to apply their learning to a relevant industry area. This will enable them to demonstrate their skills and knowledge gained and develop contacts in a range of different settings.
Guest Speakers	Guest speakers from a variety of social care settings present to students throughout the year. The objective is to make the most effective use of an expert’s knowledge and skill by adding value to the teaching and learning experience.
Field Trips	Effectively planned field trips, which have a direct relevance to the syllabus, add value to the learning experience. The Social and Community Work team plans a range of visits to enhance the student experience during the academic year.

The learning and teaching strategy is designed to supplement the students’ existing knowledge and to encourage their acquisition of new subject knowledge, while supporting them in the move towards a greater degree of independence and self-direction.

Through lectures, students are encouraged to develop the understanding of the concepts, theories and principles prior to application. Students will develop skills in listening and selective note taking and appreciate how information is structured and presented.

16 Key Assessment Strategy/Methods

The programme assessment strategy was developed with reference to the College’s HE Learning, Teaching and Assessment Strategy. The assessment process for the HNC Social and Community Work (Integrated Health and Social Care) programme reflects both the aims and learning objectives of the programme and establishes clear links with the underlying philosophy of the learning and teaching strategy. This requires the use of a wide range of assessment methods involving an appropriate balance between formative and summative methods.

Formative assessment is primarily developmental in nature and designed to give feedback to students on their performance and progress. Assessment designed formatively should develop and consolidate knowledge, understanding, skills and competencies. It is a key part of the learning process and can enhance learning and contribute to raising standards. Through formative assessment, tutors can identify students’ differing learning needs early on in the programme and so make timely corrective interventions. Tutors can also reflect on the results of formative assessment to measure how effective the planned teaching and learning is at delivering the syllabus. Each student should receive one set of written formative feedback. This type of formative assessment encourages reflective practice, develops academic and personal skills and builds student confidence. Formative assessment is in evidence in all units throughout the programme.

Summative assessment is where students are provided with the assignment grades contributing towards the overall unit grade. For summative assessment to be effective it should also give students additional formative feedback to support ongoing development and improvement in subsequent assignments. All formative assessment feeds directly into the summative assessment for each unit and lays the foundations from which students develop the necessary knowledge and skills required for the summative assessment.

Each unit has a set of assessment criteria which the student must demonstrate to achieve a pass grade. Students will undertake one or more pieces of assessment for each unit and will need to show the assessment criteria for the unit have been met. Some of the assessments have elements of negotiation where the student can make decisions and agree with the tutor what will be undertaken for assessment. This ensures that the work has personal and professional relevance.

Underpinning assessment are the following principles:

- Assessment is valid - in that it tests an appropriate skill or ability.
- Assessment is reliable - in that the same result would be achieved, if repeated.
- Assessment is relevant - in that it is set in the context of the practices and needs of industry.
- Assessment forms part of a student's learning - in that assessment is not seen as simply a measurement tool but as a key part of the learning process and, through formative feedback, a means of supporting progression.

For each year of study, the programme team will monitor summative assessment requirements across units in order to, where possible, smooth student workload.

The HNC Social and Community Work (Integrated Health and Social Care) is assessed using a combination of internally assessed, Centre-devised assignments (set and marked by Centres) and internally assessed Pearson-set assignments (set by Pearson and marked by Centres). Pearson-set assignments are mandatory and target particular industry-specific skills. For this HNC, one mandatory core, 15 credit, unit at Level 4 - Fundamentals of Evidence-based Practice - will be assessed by a mandatory Pearson-set assignment targeted at particular skills.

All written work related to assessments will be submitted via Turnitin to ensure authentication of students' work.

17	Programme Units					
	Stage 1 (total 120 credits)					
	Unit number	Pearson code	Title	Credits	Level	Mandatory Core or Centre Selected Specialist Unit
	1	T/616/1636	Law, Policy and Ethical Practice in Health and Social Care	15	4	Mandatory Core
	2	A/616/1637	Demonstrating Professional Principles and Values in Health and Social Care Practice	30	4	Mandatory Core
	3	H/616/5665	Mental Health and Wellbeing: a Whole Person Approach	15	4	Mandatory Core
	4	J/616/1639	Fundamentals of Evidence-based Practice (Pearson-set Project)	15	4	Mandatory Core
	12	F/616/5673	Inspiring Young People	15	4	Centre Selected Specialist Unit
	15	R/616/5676	Youth and Community Work	15	4	Centre Selected Specialist Unit
16	Y/616/5677	Sociological Approaches in Social and Community Work	15	4	Centre Selected Specialist Unit	

18 Programme Structure

The units on the HNC Social and Community Work (Integrated Health and Social Care) are sequenced to provide students with a coherent learning experience which will satisfy the programme aims and outcomes and enhance student retention. The structure will also ensure a practicable, even spread of student assessments throughout the academic year.

The units on this programme have been designed from a learning time perspective. A 15-credit point unit is equivalent to approximately 150 learning hours, of which 60 hours will be guided learning hours (i.e. when your tutor is present in a lecture or workshop).

The HNC programme has a total value of 120 credits and is equivalent to approximately 1200 hours total learning time (TLT). Within this learning time - which is time taken by students to complete the learning outcomes of each unit determined by the assessment criteria - there are Guided Learning Hours (GLHs). These are defined as time when your tutor is present and giving specific guidance (e.g.: lectures, tutorials, workshops). On this programme, there are approximately 480 GLHs.

HNC Social and Community Work (Integrated Health and Social Care) - Full-Time

Full-Time - Year 1	
Semester 1	Semester 2
Demonstrating Professional Principles and Values in Health and Social Care Practice	
Fundamentals of Evidence-based Practice	Youth and Community Work
Law, Policy and Ethical Practice in Health and Social Care	Inspiring Young People
Mental Health and Wellbeing: a Whole Person Approach	Sociological Approaches in Social and Community Work

HNC Social and Community Work (Integrated Health and Social Care) - Part-Time

Part-Time - Year 1	
Semester 1	Semester 2
Demonstrating Professional Principles and Values in Health and Social Care Practice	
Law, Policy and Ethical Practice in Health and Social Care	Inspiring Young People
Part-Time - Year 2	
Semester 3	Semester 4
Fundamentals of Evidence-based Practice	Youth and Community Work
Mental Health and Wellbeing: a Whole Person Approach	Sociological Approaches in Social and Community Work

19 Support for Students and Their Learning

Student progression on the programme is supported by subject tutors and central College services.

College

All students have access to College learning centre resources including Maths and English Language workshops.

The College employs dedicated staff to offer specialist advice and assistance for all students:

Bradford Student Health Service is a dedicated NHS GP service specialising in Student Health. The Student Health Service provides a confidential and comprehensive service of health care with access to specialist services. Students who live in the practice area can register with one of the doctors and make full use of the service.

Additional Learning Support (Disabilities and Difficulties) look after learning support needs of all students with disabilities or difficulties in College, irrespective of their programme of study. They provide support and guidance for students whilst developing close links with programme tutors to ensure that the support put in place is appropriate to the students' individual needs and the requirements of the programme.

Library resources are available on the second floor of the David Hockney Building with library staff available to give assistance, if required.

Technology and Media Services are also located on the second floor of the David Hockney Building. Various pieces of IT equipment can be accessed to enhance the learning experience.

There are also other areas of personal interest to students, for example, the gym in the Trinity Green Building.

Programme

The programme is managed by a Programme Leader who will aim to ensure that the student meets the programme learning outcomes alongside the awarding body expectations for quality. Teaching is delivered by an experienced team of lecturers, each of whom has expertise in a range of specialist subjects.

Induction week comprises of a full programme of events designed to welcome to students to the College, and make them familiar with their new surroundings. The process of establishing effective relationships between students and the teaching team begins at this point and activities are geared towards establishing and promoting a cohort identity. All students are provided with a student and programme handbook and supported in gaining access to on-line resources.

Extensive use is made of a VLE. This has comprehensive support material at programme and unit level, as well as additional learning resources and links to off-site study support. Independent learning is encouraged through the use of student forums, blogs and message boards. These are also used to provide students with regular and timely formative feedback.

	<p>Ecordia will be used as an online portfolio platform to enable sustainability and easy access to resource and evidence collection for students.</p> <p>A tutorial system is in place that provides academic and pastoral support to all students. Staff are available on both a walk-in and by-appointment basis. Staff are also contactable via email, the VLE and through MS Teams. A Personal Tutor is assigned to each student to provide pastoral care and an opportunity to discuss any issues that may arise throughout the academic year.</p> <p>The College have extensive library facilities including a wide range of on-line resources. Library resources are reviewed by the School on an annual basis. Group study areas are available within the library.</p> <p>The Teaching Team operates a series of additional workshops throughout the academic year. A specialist tutor is available at each of these to offer support and guidance to students.</p>
20	<p>Distinctive Features</p> <p>The HNC Social and Community Work (Integrated Health and Social Care) is a work-related qualification for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. The programme will support progression into the workplace either directly or via enabling study at Level 5 and 6 and is designed to meet employer's needs. Pearson BTEC Higher National qualifications are widely recognised by industry as the principal vocational qualification at Levels 4 and 5. When developing the programme, Pearson collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the new qualification meets their needs and expectations. There is a great emphasis on employer engagement and work readiness.</p> <p>The HNC Social and Community Work (Integrated Health and Social Care) will enable possible employment as/in:</p> <ul style="list-style-type: none"> ▪ Senior support workers ▪ Integrated support worker ▪ Care navigator or co-ordinator ▪ Community development worker ▪ Project co-ordinator ▪ Research assistant ▪ Charity officer ▪ Advocacy roles ▪ Lower management/co-ordinator in social administration ▪ Advice and guidance services ▪ Family support worker ▪ Resource worker ▪ Contact worker/co-ordinator ▪ Youth justice ▪ Youth centres

21	<p>Regulation of Assessment</p> <p>Assessment regulations are as published by the College and are in accordance with guidance provided by Pearson/BTEC. Regulations relevant to this programme of study are published in the programme handbook.</p>
22	<p>Indicators of Quality and Standards</p> <p>Annual review and monitoring will be conducted in line with College processes and Pearson requirements. Measures are in place to ensure robust internal and external quality assurance. These quality-related processes are outlined below:</p> <p>Programme committee meetings and annual monitoring events which are attended by student representatives.</p> <p>Unit reviews which are completed by students and staff.</p> <p>Moodle and MS Teams will host chatrooms and forums so that students can liaise regularly with one another as well as tutors.</p> <p>The delivery of the HNC Social and Community Work (Integrated Health and Social Care) will be reviewed annually via production of an Annual Monitoring Report and, on a much more regular basis, through meetings of the programme delivery team.</p> <p>The programme will also be subject to external quality assurance processes such as external examiner review.</p> <p>Students will complete Student Experience Surveys (SES).</p>
23	<p>The Role of the Awarding Body</p> <p>As the awarding body, Pearson provides a programme of BTEC Higher Nationals offering specialist vocational study at Levels 4 and 5 which reflects the requirement of professional organisations and meets the National Occupational Standards for each sector or industry.</p> <p>BTEC Higher Nationals are directly available from Pearson as RQF qualifications. To offer BTEC Higher Nationals, colleges must have both Centre and Qualification Approval.</p> <p>Pearson operates a quality assurance system for all BTEC Higher National programmes which ensures that centres have effective quality assurance processes to review programme delivery and that the outcomes of assessment are to national standards.</p>
24	<p>External Examination</p> <p>Pearson/BTEC assures itself of the standard of provision offered at the College through a series of quality assurance activities, including external examining.</p> <p>An independent academic, appointed by Pearson/BTEC, visits the College and assures themselves and Pearson/BTEC (via an annual report) of the quality of facilities, academic delivery and student achievement against described standards.</p>

Map of Outcomes to Units

	Knowledge and Understanding													Cognitive skills							Applied skills							Transferable skills																		
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
1	x	x		x	x	x		x	x			x	x	x			x		x			x			x	x	x	x	x	x	x	x	x		x	x		x			x	x				
2	x	x		x	x	x	x			x	x	x	x		x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	
3	x	x	x					x				x	x		x	x	x	x	x		x					x	x	x		x	x	x	x	x	x	x	x	x	x	x	x			x	x	
4	x	x	x	x								x		x			x		x			x		x			x	x	x		x	x	x	x	x	x	x	x	x	x		x			x	x
12		x		x									x			x	x		x		x					x	x	x		x	x	x	x	x	x			x	x		x			x	x	
15	x	x											x	x			x		x		x					x	x	x		x	x		x	x			x	x	x	x				x	x	
16		x	x	x				x									x		x		x					x	x	x	x	x	x		x	x			x	x		x	x			x	x	