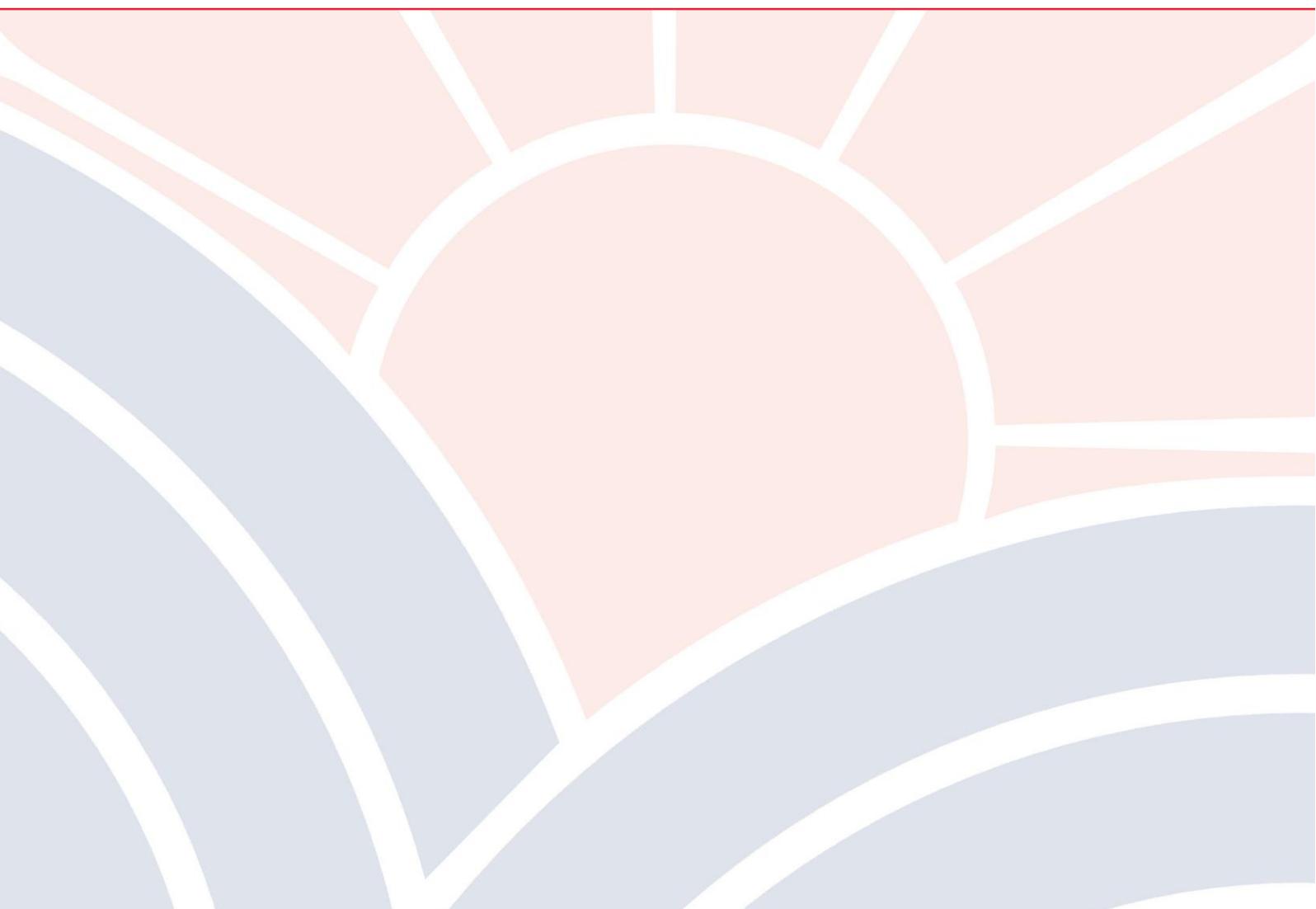


Programme Specification

HNC/HND Health and Social Care Practice



Programme Specification

Higher National Certificate and Diploma in Health and Social Care Practice

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

- | | |
|---|---|
| 1. Awarding Body | Pearson |
| 2. Teaching location | Solihull College and University Centre, Blossomfield Campus, Solihull B91 1SB |
| 3. Accreditation details | N/A |
| 4. Final award | Higher National Certificate or Diploma |
| 5. Name of award | HNC/D in Health and Social Care Practice |
| 6. Codes | |
| a. UCAS code | a. HS02 |
| b. Solihull Qualification Code | b. HEHEB013BCF0 (HNC)
HEHEA013BCF0 (HND) |
| c. Pearson Programme Code (& approval dates) | c. 610/5301/6 (HNC)
610/5302/8 (HND) |
| 7. QAA Subject Benchmark or other external reference such as published by Pearson if the course is a Higher National | Published by Pearson |
| 8. Date this specification applies from | 31/03/2025 |

Approved

Claudine Barnes 31/10/2025

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**

1. Educational Aims of the Programme

Level 4 Higher National Certificate/Level 5 Higher National Diploma

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

The objectives of this qualification are to:

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

The Level 4 units lay the foundations of learning by providing a broad introduction to health, social care, and community practice. This approach develops and strengthens core skills while preparing students for specialist subjects at Level 5 or for employment in roles that require personal responsibility. Students will gain a wide range of knowledge in health, social care, and community practice, linked to practical skills acquired through practice, research, independent study, directed study, and workplace scenarios. They will engage in vocational activities that help them develop vocational behaviours (the attitudes and approaches required for competence) and transferable skills. These transferable skills (such as communication, teamwork, research and analysis) are highly valued in higher education and the workplace. By the end of Level 4, students will have a solid understanding of the concepts of health, social care, and community practice. Upon passing, they will be competent in a range of subject-specific skills as well as general skills and qualities relevant to key areas of health, social care, and community practice.

The Level 5 units provide students with further opportunities to specialise in health, social care, and community practice-related occupational areas and to progress to degree-level study. These

units prepare students to move on to specific areas of health, social care, and community practice at Level 6, to progress to pre-registration education programmes, or to enter employment with the qualities and abilities necessary for roles that require personal responsibility and decision-making. Students will be able to develop and apply their own ideas to their studies, deal with uncertainty and complexity, explore solutions, demonstrate critical evaluation, and use both theory and practice in a wide range of health, social care, and community practice situations.

2. Programme structure

The Higher National Certificate in Health and Social Care Practice is a Level 4 qualification made up of 120 credits. Students study full-time over one year. A full-time mode of study requires students to attend college 2 days per week to study seven units with the intention to complete the programme in a single year and complete 225 hours of placement within that academic year. The HND builds on the HNC, and students study full time for a further academic year.

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

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

On each year of the course, there are eight modules, each worth fifteen credits. Units are designed around the amount of time it will take for a student to complete them and receive a qualification. This is known as the total qualification time (TQT). TQT includes guided learning activities, directed learning activities and assessment. Each 15-credit unit has a TQT of 150 hours – 60 guided learning hours (GLH) and 90 hours of independent learning hours (ILH)

Guided learning hours:

These are the hours where a tutor is present to give specific guidance towards the learning aim being studied. Guided learning hours include lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. They also include supervised assessment activities such as invigilated exams, observed assessments and observed work-based practice.

The Guided Learning Hours for the level 4 Higher National Certificate = 480 hours

The Guided Learning Hours for the level 5 Higher National Certificate = 960 hours

Independent Learning Hours

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

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

- self-directed research and investigation
- reading set texts or other sources of information
- watching subject-related videos as part of investigation and research
- reviewing recordings of scheduled sessions or notes from those sessions

- peer activities, such as group meetings and online discussions, where students explore their learning together, and
- reviewing and recording reflections on their own learning
- completing development and CPD sections of portfolio.

The total independent learning hours for Higher National Certificate (HNC) = 720 hours. The total independent learning hours for Higher National Diploma (HND) = 1,440 hours. This should indicate to learners the time commitment required outside of classroom time.

Work Placement requirements

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

The total qualification time for the Pearson BTEC Level 5 Higher National Diploma in Health and Social Care Practice includes a requirement of 450 hours (225 hours at Level 4 and 225 hours at Level 5) of work placement or experience in healthcare, social care or community settings, and these must be spread over at least 2 different placements.

Examples of suitable placements include:

- NHS and independent sector – adults, children and young people (not early years) settings Departments/areas working alongside allied health professionals, for example, occupational therapists, speech and language therapists, operating department practitioners Departments/areas working alongside registered nurses and midwives
- Emergency assessment units
- Community hospital settings
- Mental health inpatient services
- Learning disability inpatient services
- Child and adolescent mental health services
- Respite care
- Mental health community outreach teams
- Schools working alongside registered nurses or allied health professionals
- Community mental health teams (older people, adult, child)
- Older person services

The Level 4 HNC units are

Unit number	Module Title	Credits	Level
Unit 401	Developing Professional Practice	30	4
Unit 402	Teamwork and Communication	15	4
Unit 403	Evidence Based Practice (Pearson-set)	15	4
Unit 404	Compassionate Care and Values-based Practice	15	4
Unit 406	Developing Leadership Skills	15	4

Unit 409	Essentials of Anatomy and Physiology	15	4
Unit 410	Caring for People with Dementia	15	4

The Level 5 HND units are:

Unit number	Module Title	Credits	Level
Unit 501	Establishing Professional Practice	30	4
Unit 502	Leadership, Coaching and Mentoring others	15	4
Unit 503	Innovation and Improvement through Participatory Action Research (Pearson-set)	30	4
Unit 506	Safeguarding Children, Young People and Vulnerable Adults	15	4
Unit 513	Mental Health: Understanding Distress, Disorders and Community Support	15	4
Unit 521	Working with People Affected by Drug and Alcohol Addictions	15	4

Calculation of the final qualification grade

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

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

Unit 401: Developing Professional Practice must however be achieved at at least a Pass and cannot be compensated.

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

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

Unit 401: Developing Professional Practice and Unit 501: Establishing Professional Practice cannot be compensated and must be achieved at a minimum of Pass grade.

Learners will be awarded a pass, merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units. Students must have attempted all units in a valid combination for each qualification. The conditions of award and compensation arrangements will apply as explained above (ie. If one 15-credit unit has been attempted but not achieved, a HNC can still be awarded). If a student has been granted compensation for a unit attempted but not achieved, that unit will appear as unclassified (a 'U' grade) on the notification of performance provided with their certificate

Units that have been attempted but not achieved, and subsequently granted compensation, will appear as 'Unclassified'; i.e. a 'U' grade, on the student's Notification of Performance, that is issued with the student certificate.

The overall qualification grade is calculated in the same way for the HNC and the HND. For HND, the overall qualification grade is based on student performance in Level 5 units only.

Points available per credit at specified unit grades

Points per Credit		
Pass	Merit	Distinction
4	6	8

Qualification grades Pearson BTEC Level 4 and Level 5

Points Range	Grade	
420-599	Pass	P
600-839	Merit	M
840+	Distinction	D

3. Intended Programme Outcomes of the Level 5 Programme

The HND in Health and Social Care Practice programme outcomes have been created from the minimum threshold academic standards in the Quality Assurance Agency (QAA) Subject Benchmark Statement: Health Studies, and Characteristics Statement: Foundation Degree.

The Characteristics Statement, and thus the programme outcomes, closely align to The Frameworks for Higher Education Qualification of UK Degree-Awarding Bodies.

Key

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

Knowledge and understanding (KU)

KU1 Apply knowledge and understanding in interrelated contexts

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

Cognitive skills (CS)

- CS1 Collate, analyse and present evidence of the role played by health, social and community professionals in the development of autonomous life choices
- CS2 Appreciate the diversity of experience and values associated with health, social and community practice
- CS3 Compare and contrast different healthcare or social and community care systems, and underpinning policies
- CS4 Discuss health inequalities within populations and discuss the impact of interventions aimed at improving health and wellbeing
- CS5 Appreciate the importance of research in health, social care or community practice
- CS6 Demonstrate use of an integrated approach to practice issues in diverse populations with consideration of equity, diversity and inclusion principles
- CS7 Consider contemporary issues in health, social care or community practice research and debate

- CS8 Understand the role of surveillance systems available in relation to own role regionally, nationally and globally in gathering role-applicable data
- CS9 Critically reflect on their own progress and act on feedback provided from multiple perspectives

Applied skills/practical skills (AS)

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

Transferable skills (TS)

- TS1 Drawing on appropriate knowledge from other disciplines to reflect on health, social care or community practice issues
- TS2 Identify problems and propose potential solutions
- TS3 Analyse factual information
- TS4 Recognise strengths and weaknesses in the arguments of others
- TS5 Synthesise knowledge on a particular subject or topic
- TS6 Express clearly using appropriate and multiple modes of communication methods, which include verbal, non-verbal and digital technologies relevant to the situation
- TS7 Recognise the role of verbal and non-verbal communication in the effective promotion of health, social care or community practice issues and the consideration of equity, diversity and inclusivity principles in all communication channels
- TS8 Present knowledge, or an argument, in a way that is comprehensible to others

- TS9 Use relevant IT to collate, analyse, select and present information, demonstrating digital literacy
- TS10 Demonstrate an ability to listen and comprehend when presented with new ideas or information
- TS11 Demonstrate skills in recognising and describing material
- TS12 Demonstrate skills in describing, categorising and collating data
- TS13 Appreciate and engage in contemporary debates relating to sustainability in relation to health, social care or community practice

4. Teaching and Assessment

Teaching methods are varied and informed by contemporary practice in teaching in higher education.

Delivery of all elements of the course use the College Virtual Learning Environment (typically for locating course and module resources, but also for discussion forums, collaborative information gathering, journal logs and coursework submissions and feedback). This allows for inclusive learning and digital inclusion.

Other teaching methods include seminar discussions or debates, one-to-one or small group tutorials and problem-solving workshops. Reflective learning is encouraged through use of self, peer and staff formative feedback on assignments, group work and project work, and reflective diaries. All these activities develop academic literacy, critical self-awareness, and personal literacy.

The integration of contemporary technologies (digital inclusion) and practical facilities allow Learners to develop their academic and vocational skills to industry standards (employability learning).

Research literacy is taught and practised throughout the course.

Development of active citizenship attributes will form a part of the core ethos of the programme and will be considered in detail in discussions and debates around ethical and welfare topics in today's world. Active citizenship is encouraged and nurtured in the programme through the use in teaching of international textbooks and journals that expose UK students to non-UK perspectives; guest speakers and conferences expose students to diverse cultural perspectives.

Summative assessments for modules are vocationally contextualised. Coursework assignments are diverse and develop research literacy and digital and information literacy. Indicative assignments include essays, practical reports, and presentations. Within some assessments students can tailor their submission to their own vocational area of interest.

Staff ensure that the content of their teaching remains up to date by integrating, where appropriate, the latest research findings in their lectures. In addition, staff undertake annual CPD within the industry to keep abreast with current and contemporary practices.

5. Support for Students and Their Learning

Solihull College and University Centre operates a proactive approach to personal tutoring. It recognises that students need to make various adjustments as they move into higher education, whether from school or employment.

Firstly, an induction process is conducted where initial course expectations, rules, and regulations (via handbooks), enrolment and team building activities are undertaken in the week prior to commencing the course. This helps students gain an understanding of what the course involves and allows them to interact with their peers. Late enrollers have a shorter but none the less comprehensive induction.

Secondly, Tutors monitor student progress regularly in 1:1 tutorial to check that they are maximising their potential. Students have access to an academic skills tutor, where they can join group sessions or book one-to-one support with aspects of HE study, such as Harvard referencing or critical thinking. Close links between specific learning difficulty co-ordinators and tutors is used on a regular basis for tracking students with additional learning needs. If students are faced with challenges that affect their ability to study, such as illness, bereavement, depression, financial difficulties, or accommodation issues, we will collaborate with them in finding a way forward.

Thirdly, careers advice (academic and employment) is available through-out the course and within the programme which enables inclusivity as well as employability skills (Curriculum Vitae building, application forms, interview techniques)

There are also support services both that the students will have access to, including learning and personal support services. These range from programme liaison managers, advisers, support co-ordinators, mental health team to specialist subject librarians, career advisers and other learning support staff all designed to ensure that students get the best out of their studies.

6. Assessment Methods

Summative assessment methods may include:

- Written work required in various formats such as reports, essays, and blogs.
- Oral presentations to a group audience using teaching aids such as PowerPoint, poster, Electronic Whiteboard, Practical Models.
- Reflections on placement and portfolio of evidence
- Professional discussion on the work placement portfolio
- Small scale research studies
- Work-based learning.

Assessment is enhanced by encouraging the students to use technology.

As far as possible all assignment work is connected to a vocational relevant scenario. Students receive individual written and oral feedback within 3 weeks of submission date.

Formative assessment for learning and feedback may include:

- Group activities involve students actively contributing to, leading and participating in discussions and debates on a wide range of subject areas, undertaking games or group activities allowing immediate assessment and feedback.
- Subject related tutorials are led by the subject tutor and aim to address a particular module or assignment. These tutorials are linked to workshop sessions where necessary.
- Workshops are for students to develop skills in self-directed study with the support of tutors. These sessions will be supported by staff but not staff led. There will also be self-directed time for students to further develop these skills and spend time reading around topics using a variety of recommended sources.
- Extension activities/quizzes/Discussion forums on Moodle.
- Presentations are used to support research skills, organisation, time-management skills and are also a confidence-building tool.
- The need for IT support in general will be identified and where necessary, IT support will be organised.

Note:

For further details on assessments, grading criteria, submissions, and resubmissions of assignments, please refer to the BTEC Higher Nationals Centre Guide to Enhanced Quality Assurance and Assessment by BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment (2024-2025)

7. Admission to the Programme

Students must:

- Have a GCSE in Maths and English (grade 4-5 (C) or above) or equivalent at level 2.
- Have a qualification worth 80 UCAS tariff points (e.g. be in possession of an OCR/BTEC National Diploma in Business, T-Level or two A levels) or other equivalent qualifications (you may be assessed at interview).

Some candidates are required to attend a personal interview.

Candidates are required to provide a suitable reference.

To encourage widening participation, we will consider offering contextualised admissions to applicants who have experienced barriers to their educational progress. Contextual admissions is a university admissions process that takes into consideration an applicant's individual circumstances and background when reviewing their application, rather than solely focusing on their academic achievements. Find out more about contextualised admissions at

8. Programme Resources

- Dedicated Higher Education teaching area.
- Dedicated Higher Education computing area.
- Vocationally relevant equipment
- Student resource facility for the loan of specialist equipment (e.g. lap top computers, digital cameras, video cameras)
- Well stocked library with frequent review and update of books.
- E-library resources.

9. Preparation for Employment

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

Practice skills

These include:

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

Problem-solving skills

These include:

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

Independent skills

These include:

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

- planning and prioritising.

Interpersonal skills

These include:

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

Leadership skills

These include:

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

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

These academic study skills include:

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

The Solihull College and University Centre commitment to student employability

This programme is part of Solihull College's commitment to meeting the needs of local, national, and international employers by delivering a diverse range of educational models including parttime and work-based study for learners drawn from non-traditional backgrounds in addition to internal progressions from FE vocational programmes.

As part of this commitment, Solihull College and University Centre will:

- Support students by providing professional, impartial advice and guidance to enable students to make considered career decisions before and during their studies to enable them to be prepared for their future employment and development by:
- Identifying the skills needed for progression into employment,

- enhancing their existing employment prospects.
- Provide subject-related resources and information on local, national, and international labour markets.
- Be responsive to the needs of employers to maximise students' employability and career progression prospects.
- Include study skills which will improve students' academic writing and research capabilities to enable further study and facilitate career progression.
- Support equality and diversity, and minimise barriers to learning, as described in the college's Equality Policy which can be found on the website under Mission and Policies.
- Ensure that employers play a key part in module content, course design and assessment criteria by formally seeking their views through employer forums, staff liaison visits, work experience coordinators, meetings with industry groups, and the use of a specialist employer service researcher to help to ensure that the course content meets industry expectations and requirements.

10. Evaluation of Teaching & Learning

Evaluation of the Standards of Teaching and Learning is undertaken using the results of the following documents.

- Student feedback questionnaires, both initial impressions and the spring survey
- Module review forms completed by students at the end of every module and summarised by the course leader.
- Student input to the Programme Quality Board held twice a year.
- Student representations made through the HE Student Council.
- Action areas fed by the above to the course based Annual Monitoring report.
- Findings of the peer teaching observation scheme and recommendations for improvement that are made.
- External Verifiers report and audit of assessed work.
- Students can submit module evaluation questionnaires which are shared in team meetings and relevant actions raised are included in the Annual Monitoring Review.
- Student Representatives volunteer from each group to bring forward the views of their colleagues informally and within bi-annual programme quality boards (PQB).
- Annual module review in the form of student evaluations which are discussed in a team meeting.
- Periodic programmes review to identify best practice and invite employers to contribute to the design of the programmes.
- Invitation to attend Programme Quality Boards to all students and create a transparent discussion to share ideas, best practice, and areas for improvement.

11.Regulation of Assessment

- The programme is the subject of an Annual Monitoring Review (AMR) the last section of which is a Quality Improvement Plan (QIP), written by the course leader with help and input from the teaching and tutoring team this is passed to the Head of School for audit and from them to the quality unit for further audit and acceptance as part of the College plan.
- Assessment rules and regulations and quality standards are those that are laid down in the Quality standards requirements of the College Academic Board.
- Assessment and assessment vehicles are regulated by the internal verification system for each programme which is itself audited by the quality unit within the College and by the External Verifier appointed by Pearson.
- External verification of assessment and of the provision and standards of teaching are regulated by Pearson and their quality unit, the programme must seek approval for continuance every 5 years. Their requirements are monitored annually by the visit and report of their appointed external verifier (Standards Verifier)
- Also, the programme must comply with the conditions of registration (notably the B conditions surrounding the quality) as set out by the Office for Students (OfS).

Pearson appoints Standards Verifiers (External Examiners).

The role of Standards Verifier is that of moderator. To do this they check and review:

- Action points from previous reports
- Centre assessment policy and boards effectiveness of assignments and internal verification maintenance and audit of assessment records student registration and certification claims
- student support and review
- areas of good practice

Note:

For further details on regulation of assessments, grading criteria, submissions, and resubmissions of assignments, please refer to the BTEC Higher Nationals Centre Guide to Enhanced Quality Assurance and Assessment by [clicking online](#).

12.Progression Opportunities

The Level 4 Higher National Certificate provides a solid grounding in health, social care and community practice, which students can build on if they decide to continue their studies.

The Level 5 Higher National Diploma enables students to specialise, or to continue to specialise by committing to specific career paths and progression routes to degree-level study. Once students have achieved the Level 5 Higher National Diploma, they can develop their careers in the health, social care and community practice sectors by:

- entering employment

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

Students should always check the entry requirements for Level 5 and Level 6 programmes at specific further education and higher education providers.

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

- pre-registration nursing, occupational therapy, therapeutic radiography and other allied health professional BSc (Hons) programmes
- healthcare science BSc (Hons) programmes
- pre-registration social work BA (Hons) programmes
- social care and social change BA (Hons) programmes
- community development BA (Hons) programmes
- health and social care BSc (Hons) programmes then to pre-registration master's programmes.

The skills offered as part of the Pearson BTEC Higher National Certificate can provide graduates with the opportunity to work in many different areas of the healthcare sector.