



THE
UNIVERSITY OF
LAHORE

DEPARTMENT OF
INTERNATIONAL QUALIFICATIONS
STUDENT HANDBOOK
2023-24



**BE A GLOBAL
CITIZEN**



ASSOCIATE DEGREE PROGRAM

The University of Lahore is offering 2 years degree programs (ADPs), Equivalent to internationally recognized Pearson level 4 & 5 qualification, enabling progression in university education and global employability.



Department of International Qualifications

HoD's MESSAGE

Welcome to Department of International Qualifications, where we are committed to ensure "every student is a success story!" We cherish a vision of intellectual excellence to build refined and well-groomed individuals, whose destiny is to arrive at the goal, i.e., "successful life ahead." We have an ingenious and innovative academic team that shapes our students with the knowledge that is diverse, unique and blended with social values. We strive to transform awareness in all scholastic pursuits and academic standards. Our students are molded to be ambidextrous in thinking and in action, so that they acquire a choice of their life preference. "We do not simply teach, we inculcate an insight of life and for life." The parent's community is kept on aboard on all developments in college life, with a continuous feedback system during the course of student stay at college. We feel pride in creating our students as "Future Leaders" who may benefit the society in diverse areas of science and humanities.

Samina Shah
Executive Director CSDL & IQ Department

VISION STATEMENT

Department of International Qualifications envisions a challenging and inspiring learning environment that produces self-directed learners, and encourages lifelong learning in each student, enabling them to realize their true potential in their academics and careers.

MISSION STATEMENT

Department of International Qualifications aims at promoting academic excellence by supporting innovation through provision of high quality learning experience. Our Intermediate Program boasts a rigorous performance tracking and evaluation system that help each student to learn and succeed in their own way. Effective and immediate feedback is a lynchpin of the UOL experience.

INTRODUCTION

Welcome to Department of International Qualifications, your gateway to a future brimming with career possibilities. In a rapidly evolving global job market, securing a fulfilling career path can be a daunting endeavor. However, our internationally acclaimed degree programs are designed to transform that challenge into a seamless transition. We understand the significance of not just obtaining a degree, but securing a promising future. Our commitment to excellence, coupled with a curriculum tailored to meet the demands of industries worldwide, ensures that our graduates step confidently into the professional arena. As you delve into these degrees, you'll uncover how our international qualifications pave the way for you to embark on a rewarding career journey with ease and confidence. Join us on this educational expedition, where your dreams of professional success are destined to become a reality.

HEALTH & SOCIAL CARE

(Level 4 & 5)

START DATE: New Intakes September/January/April

Program Duration: 2 Years

Timing: Morning

Study Mode: Full-Time

Location: Defence Road Campus, Lahore.

Awarding Body: Pearson Edexcel

Entry Requirements

UOL recruits students of good achievement from all educational backgrounds. Proven previous exam results are the main criteria for UOL. International (Tier-4) students also need to show English language competence to secure admission.

INTRODUCTION

Health and Social Care is designed to provide students with a comprehensive understanding of the healthcare industry and the broader social and ethical issues related to healthcare delivery. The importance of such a program can be highlighted in several ways:

Addressing Healthcare Needs:

The program equips students with the needs of individuals and communities.

Quality of Care:

Education in health and social care emphasizes the importance of providing high-quality care to patients and clients. Students will be trained to ensure that healthcare services are delivered with compassion, ethics, and professionalism.

Health Promotion and Prevention:

The program typically includes coursework on health promotion and disease prevention, which is vital in reducing the burden on healthcare systems. Students will be well-equipped to promote healthy behaviors and lifestyles in their communities.

Patient Advocacy:

Graduates of health and social care programs often become advocates for patients' rights and needs. They learn how to navigate complex healthcare systems and help individuals access the care and resources they require.

Meeting Demographic Challenges:

As populations age and face a range of health and social challenges, professionals trained in health and social care are increasingly needed to provide appropriate and effective care for these diverse needs.

Community Health:

The program often emphasizes community-based approaches to healthcare, teaching students how to work with local communities to address their specific health and social issues. This is important for promoting health equity.

Research and Innovation:

Students may contribute to healthcare advancements through research and innovation. They can help identify new healthcare solutions, technologies, and policies to improve patient outcomes.

Ethical Considerations:

Health and social care programs often include coursework on ethics and ethical decision-making. This prepares students to make ethically sound choices in complex healthcare situations.

Career Opportunities:

This specification contains the units and associated guidance for the QCF Edexcel BTEC Level 4 HNC in Health and Social Care and the Edexcel BTEC Level 5 HND in Health and Social Care.

STRUCTURE OF THE QUALIFICATION

Edexcel BTEC Level 4 HNC

The Edexcel BTEC Level 4 HNC Diploma in Health and Social Care is a qualification with a minimum of 120 credits.

The Edexcel BTEC Level 4 HNC Diploma programme must contain a minimum of 65 credits at level 4.

Edexcel BTEC Level 5 HNC

The Edexcel BTEC Level 5 HND Diploma in Health and Social Care is a qualification with a minimum of 240 credits.

The Edexcel BTEC Level 5 HND Diploma programme must contain a minimum of 125 credits at level 5.

KEY FEATURES

Edexcel BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate.

They offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding.

The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows direct progression to employment.

A key progression path for Edexcel BTEC HNC and HND learners is to the second or third year of a degree or honours degree programme, depending on the match of the Edexcel BTEC Higher National units to the degree programme in question.

Edexcel BTEC Higher Nationals in Health and Social Care have been developed to:

- Equip individuals with underpinning knowledge, understanding and skills for success in employment in the health and/or social care sector at a supervisory or management level
- Provide specialist studies relevant to individual vocations and professions in which learners are working or in which they intend to seek employment in the health and/or social care sector
- Develop the ability of learners to contribute to the health and social care environment through effective use and combination of the knowledge and skills gained in different parts of the programme
- Develop skills and techniques, and personal qualities and attitudes essential for successful performance in working life and thereby enable learners to make an immediate contribution to employment
- Develop transferable skills and knowledge which will enable individuals to

meet changing circumstances, whether moving within their own area of employment, moving up to a supervisory or management position or adapting to general changes in the provision or environment of health and social care

- Prepare individuals to progress to further professional development of higher-level skills through to future study or career advancement
- Enable study to be supported by vocational practice when this is considered desirable for the chosen progression within the health and social care sector
- Enable focused study in defined areas of the health and social care sector with specialist designed units.

successful study at degree level or to improved employment status. The qualifications are ideally suited to prepare managers of the future for work in the health and social care sectors.

The qualifications are designed to relate to current National Occupational Standards in Health and Social Care at Level 4 and Leadership and Management for Care Services at Level 4. The qualification has been designed to support the emerging themes of the revised National Occupational Standards in health and social care and to provide opportunities for continuing development through a common core and a range of specialist pathways.

QUALIFICATION REQUIREMENT

BTEC Higher Nationals in Health and Social Care

This Qualification Requirement will be read in conjunction with overarching guidance from Edexcel.

Rationale

The Edexcel Level 4 BTEC Higher National qualifications in Health and Social Care are designed to equip individuals with knowledge, understanding and skills required for success in employment in the health sector and social care sector at supervisory or management level, or for progression to an undergraduate degree or a professional qualification.

Higher Nationals in Health and Social Care are well established and are valued as contributing to the continuing personal development of workers in health and social care. They also facilitate achievement of widening participation objectives.

Many learners have improved their knowledge base and progressed to



MANDATORY CURRICULUM

Area of Study	Amplification
Principles of practice	Formal and informal mechanisms; promoting equality; rights and diversity; principles of care in an organisation; value base of care; formal measures adopted to achieve objectives; instilling concept within the workforce; personal strategies which can influence personal practice and performance of others; roles and responsibilities of experienced staff and managers in promoting a value-based service.
Continuing development	Concept of professionalism; legislation and regulation; self management; personal effectiveness; partnership working; health and safety; reflective practice; management and organisation, supporting other workers.
Communication	Different forms of communication used in the context of health and social care including IT skills; contribution of communication to service delivery; communication within organisations; legal frameworks surrounding the recording of information; and use of information technology as a communication tool in health and social care.
Multi-disciplinary working	Legislation and policy; levels of partnership; range of knowledge theories and research findings; empowerment; positive and negative outcomes; agencies; provision; statutory and voluntary, not-for-profit and private provision; the nature of the health/social care sector; adaptations to meet the needs of individuals using health and social care services; concept of stakeholder analysis; development of systems and products; developing and reviewing standards; concept of quality and how it can be applied to services; principles of organisation-wide commitment to best practice.
Health and safety	Current legislation and how it is applied and monitored within the sector; importance of risk assessment in the provision of care, including physical, emotional or sexual harm; the difference between high-risk and low-risk situations; realise own limits; regulation and management of the social care workforce.
Independent study	Development of written analytical and evaluative skills within an area of health or social research; conduct and report on their own research project using appropriate research methods; information technology and incorporating appropriate use of statistics.

OPTIONAL CURRICULUM

Area of Study	Amplification
Practice interventions	The professional relationship with users of health and social care services; ensuring best outcomes for individuals; supporting needs of users of specific services; working in teams; communication skills; counselling skills; developing the practice of other workers; leadership, understanding different behaviours; social and psychological theory in practice intervention.
Legislation and social policy	Legislative measures and their application to health and social care practice and services; impact of political perspectives including statutory, voluntary and not-for-profit sectors; use of current issues in health and social care to examine theoretical perspectives; direct/indirect impact of social policy on health/social care.
Psychological perspectives	Concepts of social psychology; lifespan development; social and biological influences on behaviour, maintaining social functioning; influence of psychological theories on health and social care services.
Sociological perspectives	Groups in society, role of the community; diversity of cultural and social values; economic, demographic and commercial factors; resource limitations; individual perspectives; impact of political perspectives on health/social care services, formation of social policy, legislative measures; theoretical perspectives on contemporary issues.
Health and wellbeing	Physiological basis of health, transmissible disease, lifestyle choices and disease, epidemiology of prevalent diseases, public health measures, complementary therapies and conventional health and social care approaches, health and wellbeing of users of specific services.
Contemporary developments	Issues of relevance to current thinking in health and social care; the development of causes of public concern, their representation in the media; role of lobby groups; political debate; different social behaviours; manipulation of health and social care information; impact on individuals and provision, investigation of a specific issue.
Technology in health and social care	Understanding the value and use of technology and its function within the health/social care sector; implications of developments in technologies and the potential impact on delivery of care.
Management in health and social care organisations	Context of management in health and social care; provision in public, private and not-for-profit sectors; organisational structures, legal and policy frameworks, stakeholders, accountability; service responses and effectiveness, managing for quality; communication and recording of information; effective resource management; budget control; leadership and workforce development; managing change.
Supporting workers in health and social care	Recruitment and selection procedures; development of staff, building teams, leadership in group, organisational and inter-agency contexts, different roles played by both teams and individuals; understanding and supporting learning in the workplace, assessing skills in individual workers, coordinating learning activities for individuals and groups within an organisation.

LINKS TO PROFESSIONAL BODY

The professional body for the professions allied to health currently only recognises graduate qualifications. However, the roles of Assistant Practitioner within the health service and the Advanced Practitioner within social care are evolving, for whom these Higher Nationals in Health and Social Care are most appropriate.

ENTRY PREREQUISITES

The qualifications have been designed on the assumption that they are available, without artificial barriers which restrict access and progression, to everyone who can achieve the required standard. However, learners who enter with at least one of the following are likely to benefit more readily from the programme:

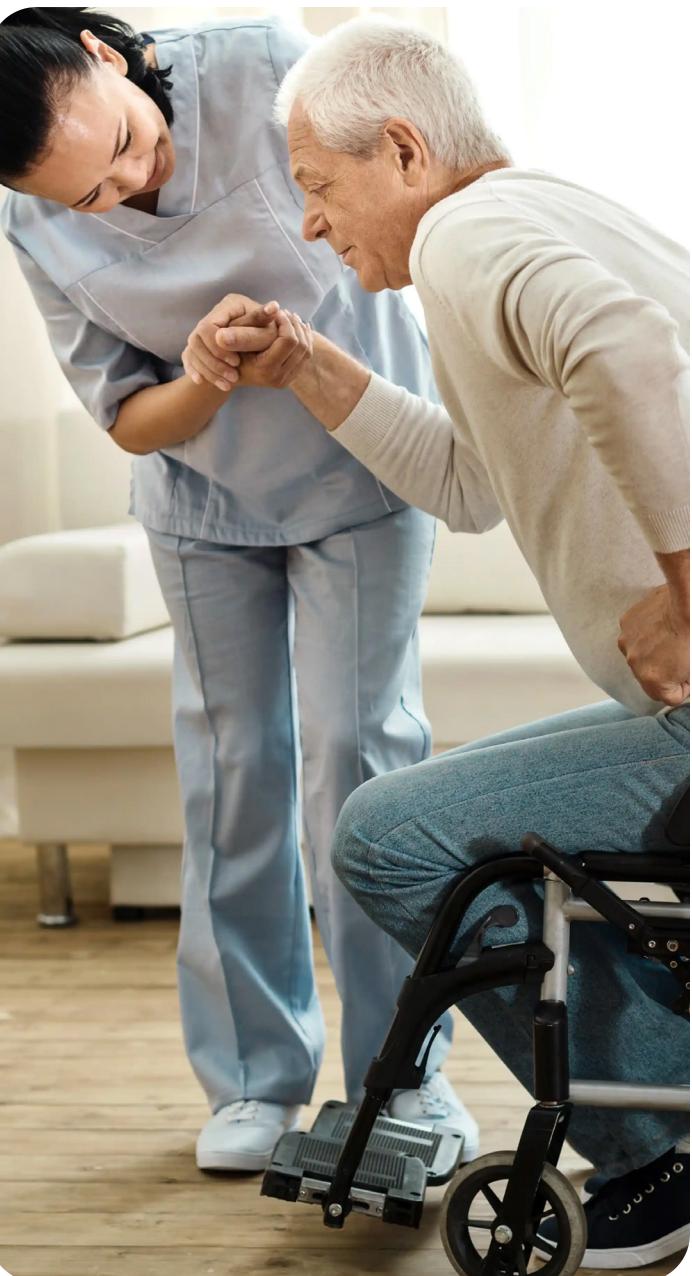
- A BTEC National Certificate or Diploma in Health and Social Care
- An AVCE/Advanced GS/NVQ in an appropriate vocational area
- A GCE Advanced level profile which demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C
- Other related Level 3 qualifications
- An Access to Higher Education Certificate awarded by an approved further education institution
- HSSC/ Intermediate Pre Medical
- IBDP/ High School Diploma

Edexcel BTEC Level 5 HNC

Points Range	Grade
0-74	P
75-149	M
150	D

RESTRICTIONS ON LEARNER ENTRY

The Edexcel BTEC Higher National qualifications are accredited on the QCF for learners aged 18 years and over.



HIGHER LEVEL SKILLS AND ABILITIES

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

- Analysing, synthesising and summarising information critically
- The ability to read and use appropriate literature with a full and critical understanding
- The ability to think independently and solve problems
- Applying subject knowledge and understanding to address familiar and unfamiliar problems
- Recognising 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.

QUALIFICATION GRADES

Edexcel BTEC Level 4 HNC

Points Range	Grade
0-74	P
75-149	M
150	D

HND Hospitality Management (Level 4 & 5)

START DATE: New Intakes September/January/April

Program Duration: 2 Years

Timing: Morning

Study Mode: Full-Time

Location: Defence Road Campus, Lahore.

Awarding Body: Pearson Edexcel

Entry Requirements

UOL, recruits students of good achievement from all educational backgrounds. Proven previous exam results are the main criteria for UOL. International (Tier-4) students also need to show English language competence to secure admission.

COURSE OVERVIEW

The University of Lahore, IQ Department, offers this course with the approval of BTEC Edexcel. The Pearson BTEC Level 5 Higher National Diploma in Hospitality Management provides a specialist work-related programme of study that covers the key knowledge, understanding, and practical skills required in the hospitality industry and also offers particular specialist emphasis through the choice of specialist units.

LEVEL OF COURSE

HND is a Level 5 qualification (equivalent to the second year of a UK bachelor's degree). There is an embedded Higher National Certificate (HNC) Level 4 element. The learner can choose to exit at this point with the HNC qualification.

NUMBER OF CREDIT HOURS

Upon successful completion of the course, the student will have completed at least 15 units and 240+ credits. On completion of HNC, the student will have completed at least 8 units and 120+ credits.

BTEC HIGHER NATIONAL CERTIFICATE (1 YEAR)

The HNC is a level-4 qualification delivered over one year. The HNC is an embedded component of the HND; however, it can be taken as a stand-alone qualification. If a student opts to take the HNC, the student would be eligible for Higher National Certificate after successful completion of a minimum of 8 modules.

BTEC HIGHER NATIONAL DIPLOMA (2 YEARS)

The HND is a level 5 qualification delivered over two years, the first year at level 4 and the second year at level 5. If a student opts to take the HND, the student would be eligible for a Higher National Diploma after the successful completion of a minimum of 15 modules.

ATTENDANCE

A full-time student is required to attend 21 hours per week in term time.

WORKLOAD

Total Qualification Time (TQT) is an estimate of the total amount of time required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Each 15-credit module approximates to a TQT of 150 hours and 60 hours of Guided Learning. Mont Rose College recommends an average of 8-10 hours of home study per week for this programme.

TOTAL GUIDED LEARNING (GL)

Higher National Certificate (HNC) = 480 hours

TOTAL GUIDED LEARNING (GL)

Higher National Diploma (HND) = 960 hours

EXEMPTIONS

No exemptions are allowed for this programme.

COURSE CONTENTS

The Pearson BTEC HNC Level 4 is made up of 120 credits and be completed over a years' time. The HND a combination of both levels 4 and 5 and is made up of 240 credits; this qualification is usually studied full-time over two years or part-time over four years.

The award is made up of 15 units:

Mandatory Units:

- The Contemporary Hospitality Industry
- Managing the Customer Experience
- Professional Identity and Practice
- The Hospitality Business Toolkit
- Leadership and Management for Service Industries (Pearson -set)
- Research Project (Pearson -set)
- Hospitality Consumer Behaviour and Insights

Specialist Units:

- Food Service Management
- Global Events
- Concept and Innovation in Hospitality
- Tourist Resort Management
- Hospitality Business Strategy

Optional Units:

- Managing Conference and Events
- Managing Accommodation Services
- Managing Food Production
- Human Resource Management
- Hospitality Marketing Essentials

TEACHING & LEARNING

Learners must achieve a minimum of 240 credits to be awarded level 5 HND.

The learning and teaching strategy for HND/C Hospitality Management is explicitly designed to contribute to the achievement of intended learning outcomes, which are clearly expressed at programme and module level.

The general approach to enabling the learning process for most modules involves:

- Lectures
- Tutorials
- Case studies
- Class discussions
- Presentations
- Field trips
- Events
- Guest Speakers
- In-housed developed entrepreneurship programme

Due to the wide variety of modules included in this programme, there may be different approaches adopted that are appropriate for a particular module. At the start of each module, tutors will provide a scheme of work that details the module structure, assessment, and learning and teaching approaches to be adopted.

The University has developed a Virtual Learning Environment (VLE), Moodle, through which the students can access lecture notes and engage with staff and other Hospitality students.

Activities which can contribute to the Total Qualification Time include:

- Classroom-based learning, supervised by a tutor
- Work-based learning, supervised by a tutor
- Live webinar or telephone tutorial with a tutor in real-time
- E-learning, supervised by a tutor in real-time
- All forms of assessment which take place under the immediate guidance or supervisions of a tutor
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

ASSESSMENT:

BTEC Higher Nationals in Hospitality Management are assessed using a combination of internally assessed Centre-devised internal assignments (which are set and marked by Centres) and internally assessed Pearson-set assignments (which are set by Pearson and marked by Centres). Pearson-set assignments are mandatory and target particular industry-specific skills.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the

assessments for a unit, then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the student is judged to have met all the criteria. Therefore:

- To achieve a Pass, a student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content and attainment at Level 4 or 5 of the national framework.
- To achieve a Merit, a student must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning outcome.
- To achieve a Distinction, a student must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria), and these define outstanding performance across the unit as a whole. Student achievement in assessment in all units is graded as 'Pass' 'Merit' or 'Distinction.' The assessments are based on assignments, presentations, case studies, and role-plays. The students' work is marked internally by the College. External Verifier checks procedures and results.

Various assessment methods to be used are

- Written reports & Essays
- In-class tests
- Examinations
- Creation of financial documents
- Creation of planning documents
- Work-based projects
- Academic posters, displays, leaflets
- PowerPoint (or similar) presentations
- Recordings of interviews/role plays
- Working logbooks, reflective journals
- Presentations with Assessor questioning
- Time-constrained assessment

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Higher Nationals are based on the specific criteria given in each unit and set at each grade level. The criteria for each unit have been defined according to a framework to ensure that standards are consistent in the qualification and across the suite as a whole. The way in which individual units are written provides a balance of assessment of understanding, practical skills, and vocational attributes appropriate to the purpose of the qualifications.

THE FOLLOWING CRITERIA MUST BE MET IN ORDER TO SECURE ADMISSION TO THE UNIVERSITY OF LAHORE. AT LEAST ONE OF THE FOLLOWING IN ACADEMICS:

- A BTEC Level 3 qualification in Business
- A GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C (or equivalent)
- A Levels Qualification

- HSSC/ Intermediate with 45 percent marks in any programme are eligible for this programme.(These students have to take interpersonal skill classes as mandatory unit)
- Other related Level 3 qualifications
- An Access to Higher Education Certificate awarded by an approved further education institution
- An international equivalent of the above
- Related work experience (two years or more of relevant full-time work experience). Mature applicants may present a more varied profile of achievement that is likely to include extensive work experience (paid and/or unpaid) and/or achievement of a range of professional qualifications in their work sector.

RESTRICTIONS ON LEARNER ENTRY

The Edexcel BTEC Higher National qualifications are for learners aged 18 years and over.

PROGRESSION ROUTES ON COMPLETION

The Pearson BTEC level-5 HND in Hospitality Management offers a progression route for learners who wish to be employed in the Hospitality industry. The Pearson BTEC level-5 HND in Hospitality Management is particularly useful for learners who want to progress to a Bachelor's Degree.



SOCIAL & COMMUNITY WORK (Level 4 & 5)

START DATE: New Intakes September/January/April

Program Duration: 2 Years

Timing: Morning

Study Mode: Full-Time

Location: Defence Road Campus, Lahore.

Awarding Body: Pearson Edexcel

Entry Requirements

UOL, recruits students of good achievement from all educational backgrounds. Proven previous exam results are the main criteria for UOL. International (Tier-4) students also need to show English language competence to secure admission.

INTRODUCTION

BTEC is one of the world's most recognised applied learning brands, engaging students in practical, interpersonal and thinking skills, for more than thirty years.

BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace either directly or via study at university and are also designed to meet employer's needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.

Why choose Pearson BTEC Higher Nationals?

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 a group project, or responding to a client brief. A student may even achieve exemption from professional or vendor qualifications, or student membership of selected professional bodies, to help them on their journey to professional competence.

At the same time, the Pearson BTEC Higher Nationals are intended to keep doors open for future study should a student wish to progress further in their education after their Level 5 study. They do this by allowing space for the development of higher education study skills, such as the ability to research. Clear alignment of level of demand with the Framework for Higher Education qualification descriptors at Levels 4 and 5 means that students wishing to progress to Level 6 study should feel better prepared.

KEY FEATURES

Pearson BTEC Higher National qualifications in Social and Community Work offer:

- A stimulating and challenging programme of study that will be both engaging and memorable for students
- The essential subject knowledge that students need to progress successfully into further study or the world of work
- A simplified structure: students undertake a substantial core of learning

in the Higher National Certificate and can build on this in the Higher National Diploma, with Specialist and Optional units linked to their Specialist area of study

- Three Specialist pathways in the Level 4 HNC Diploma, four Specialist pathways in the Level 5 HND Diploma, and a general pathway at both levels, so there is something to suit each student's preference of study and future progression plans
- Refreshed content that is closely aligned with Professional Body, employer and higher education needs
- Assessments that consider cognitive skills (what students know) along with affective and applied skills (respectively how they behave and what they can do)
- Unit-specific grading and Pearson-set assignments
- A varied approach to assessment that supports progression to Level 6 and also allows Centres to offer assessment relevant to the local economy, thereby accommodating and enhancing different learning styles
- Two sets of available qualifications, designed to meet the needs and expectations of students aspiring to work in social work, community work and community development.

PROGRAMMING PURPOSE AND OBJECTIVES

Purpose of the Pearson BTEC Higher Nationals in Social and Community Work

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

2.2 Objectives of the Pearson BTEC Higher Nationals in Social and Community Work

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 offer students the chance of career progression in their chosen field, with particular emphasis on achieving management-level positions, professional recognition and beyond
- 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

We meet these objectives by:

- Providing a thorough grounding in social and community work principles and a degree of specialism at Level 4 that leads the student to a range of Specialist progression pathways at Level 5 relating to individual professions within the social and community work sector
- Equipping individuals with sector-relevant acumen, understanding, and social and community work skills for success in a range of the social care, community work, care navigation and supervisory or lower management roles in social services
- Enabling progression to a university degree by supporting the development of appropriate academic study skills.

Who is this qualification for?

The Pearson BTEC Higher National qualifications in Social and Community Work are aimed at students wanting to continue their education through applied learning. Higher Nationals provide a wide-ranging study of the health and social care sector, Pearson BTEC Higher Nationals in Social and Community Work give students experience of the breadth and depth of

the sector that will prepare them for further study or training in social and community work related fields.

What could these qualifications lead to?

The Level 4 Higher National Certificate provides a solid grounding in social and community work, which students can build on should they decide to continue their studies beyond the Certificate stage. The Level 5 Higher National Diploma allows students to further specialise by committing to specific career paths and progression routes to degree-level study.

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

- Entering employment
- Continuing existing employment
- Linking with the appropriate Professional Body
- Committing to Continuing Professional Development (CPD)
- Progressing to university

Progression to university

The Pearson BTEC Level 5 Higher National Diploma is recognised by Higher Education providers as meeting admission requirements to many relevant social and community work-related courses, for example:

- BA/BSc (Hons) in Social Work
- BA (Hons) in Social and Community Work
- BA (Hons) in Youth Work
- BA (Hons) in Community Development
- BA (Hons) in Working with Children, Young People and Families
- BA (Hons) in Social Policy
- BA (Hons) in Psychology
- BA (Hons) in International Development
- BA/BSc (Hons) in Health and Social Care

Employment

After completing a Pearson BTEC Higher National Certificate or Diploma, students can also progress directly into employment.

The skills offered as part of the Pearson BTEC Higher National Diploma can provide graduates with the opportunity to work in many different areas of the social and community work sector. Below are some examples of job roles each qualification could lead to.

Pathway	Job Roles
Integrated Health and Social Care	Senior care assistant, senior support worker in a range of health and social care settings, pathway tracker, integrated support worker, care navigator or coordinator
Community	Community development worker, community education officer, project coordinator, voluntary sector field worker or research assistant, charity officer, advocacy roles
Development	Lower managerial, coordinator and supervisory roles in social administration, operation and support services, e.g. information, office, estates, advice and guidance services
Social Care Leadership and Management	Family support worker, resource officer, prison officer, advisor, community support worker, people-facing lower management roles in social services

Social and Community Work Practice with Children, Young People and Families

Providing additional requirements are met, work as a Children, Young People and Families senior supervisor or lower management roles in community-based settings, e.g. educational settings, youth justice, youth centres, children's centres, contact supervisor, resource officer, family support worker

2.6 Use of Maths and English within the curriculum

Those working in the social and community work cannot just rely on their technical skills and must ensure they develop all relevant employability skills to increase employment opportunities. For example, they will be required to communicate appropriately with stakeholders throughout their career, so the ability to use maths and English in a professional context is an essential employability skill that must be developed at all levels of study.

Development of essential maths and English skills are embedded throughout these qualifications in accordance with industry requirements and below are some examples of how these skills are developed in the Pearson BTEC Higher National curriculum:

- Written reports
- Formal presentations
- Informal conversations with a range of audiences, including customers, other professionals and people accessing health or care services
- Use of professional, sector-specific language
- Use of mathematical methods to accurately record and present data for diagnostic or treatment purposes in a health or care context
- Use of analytical and computational methods to solve problems, and assist with clinical trials, audits and research projects as required.

Many aspects of social and community work require good maths skills and we strongly recommend all students complete diagnostic maths assessments preferably before beginning a Higher National course, as well as having an A* to C and / or 9 to 4 grade in GCSE Maths (or equivalent).

Social and Community Work provide both transferable employability skills and academic study skills

Students need both relevant qualifications and employability skills to enhance their career prospects and contribute to their personal development. Pearson BTEC Higher National Social and Community Work qualifications embed throughout the programme the development of key skills, attributes and strengths required by 21st century employers.

Where employability skills are referred to in this specification, this generally refers to skills in three main categories.

- Cognitive and problem-solving skills:** critical thinking, approaching non-routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively
- Intra-personal skills:** self-management, adaptability and resilience, self-monitoring and self-development, self-analysis and reflection, planning and prioritising
- Interpersonal skills:** effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation

Sector-specific knowledge and skills: Themes for effective practice in health and social care

The Pearson BTEC Higher Nationals in Social and Community Work also embed a range of employability-related knowledge and skills specific to the health and social care sector. These are embedded throughout the units in

the qualification, and are referred to as the 'Practice Themes'. The Practice Themes that are mapped into, and assessed throughout, units in the qualification are:

- Law, Regulation and Ethical Practice:** This refers to the legal and regulatory frameworks that govern practice in health and social care. On an ongoing basis, students are expected to consider and apply relevant law and regulation and demonstrate an understanding of how these relate to ethical practice in health and social care.
- Professional Values, Attitudes and Behaviours:** These values, attitudes and behaviour refer to adopting a professional, knowledgeable and skilled approach to practice, particularly when interacting with others in health and social care. These include: care, compassion, competence, effective verbal, written, electronic and non-verbal communication, courage, commitment, working within the limits of own knowledge and skills, professional presentation and self-and time management. Students are expected to reflect these values, attitudes and behaviour throughout their learning, in the classroom and the workplace. The values, attitudes and behaviour identified reflect the requirements of codes of conduct as set out by Professional Bodies, including the Health and Care Professions Council and the Sector Skills Councils for Health and Care.
- Health, Safety and Safeguarding through the Lifespan:** A central tenet of health and social care practice. Most students will work with individuals with different needs, including some who may be vulnerable, in their roles as students and as part of the health and social care workforce. Students are expected to consider and apply appropriate measures, strategies and approaches to support the health, safety and safeguarding/protection of those they work with and demonstrate this application as appropriate throughout their learning.
- Valuing and Promoting Diversity, Difference and Inclusion:** This not only refers to respectful and non-discriminatory approaches, including being personcentred, to working with others regardless of their personal characteristics, but also includes taking positive action to support a diverse and inclusive work and learning environment. Students will evidence their understanding that these approaches underpin much of the work they do in their roles as part of a health and social care workforce throughout their study.
- Promoting Physical and Mental Health, and Emotional Wellbeing:** Students will develop their understanding of the interrelationship between physical and mental health and emotional wellbeing. Throughout their learning, students will develop skills in adopting a holistic approach to caring for others, taking into consideration both physical, mental and emotional aspects of an individual's health and wellbeing, recognising the value of mental health and emotional wellbeing in supporting an individual's overall health.
- Numeracy in Practice:** This is an essential feature of students' practice in health and social care and its value should not be underestimated. The appropriate and accurate use of numeracy skills can make a difference to the recovery or survival of a service user. Developing numerate students will support a health and social care workforce that is effective and efficient. Students are required to apply mathematical principles in a number of ways throughout their learning and work practice, from calculations and measurements to data analysis and evaluation.

ENTRY REQUIREMENTS AND ADMISSIONS

Although Pearson do not specify formal entry requirements, as a Centre it is your responsibility to ensure that the students you recruit have a reasonable expectation of success on the programme.

For students who have recently been in education, the entry profile is likely to include one of the following:

- A BTEC Level 3 qualification in Health and Social Care (or related subject)
- A GCE Advanced Level profile that demonstrates strong performance in a relevant subject 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 related Level 3 qualifications
- An Access to Higher Education Diploma awarded by an approved further education institution
- Related work experience
- An international equivalent of the above.
- Intermediate HSSC/ Premedical/ engineering/ ICS
- IBDP/ HIGH school Diploma



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