

Unit 44: Vocational Experience for Health and Social Care

Unit code:	Y/600/9025
QCF Level 3:	BTEC Nationals
Credit value:	20
Guided learning hours:	120

● Aim and purpose

This unit aims for learners to explore a health and social care organisation, participate in teamwork and reflect on learning from the 100 hours of health and social care work experience incorporated in the unit.

● Unit introduction

This unit centres on the additional time learners spend in work experience placements over and above the minimum of 100 hours required to achieve *Unit 6: Personal and Professional Development in Health and Social Care*. In this unit learners are not necessarily required to work in more placements but may spend more time in the same three placements required for Unit 6.

With more extensive work experience, learners will have greater opportunity to understand how health or social care organisations operate and will investigate one specific health or social care organisation. Greater continuity of time spent in placement settings should facilitate more active involvement with care teams. Learners will describe their role in contributing to a specific team activity associated with health and social care and this might be an activity carried out in a placement. Alternatively, the team activity could be one taking place in the learner's centre, for example participation in a health education campaign with class peers.

Learners will monitor their learning from their placement experiences through regular entries made in a reflective journal. They will present a portfolio of evidence to demonstrate the development of own practice over all placements in the programme. The portfolio could be an extension of the portfolio submitted for *Unit 6: Personal and Professional Development in Health and Social Care*, which links most closely with this unit. Learners will describe how their contributions have enhanced the care of two patients/users of services from different settings. There is an opportunity for learners to explain how their development of knowledge, skills and understanding has made a difference for teams and individuals in settings. Drawing on examples, learners will explain how continuing development of staff in settings leads to improvements in practice and analyse how this can enhance care received by users of services.

The unit requires the completion of 100 hours of work experience in a care role within health and social care service provision. A log showing the duration of each attendance session spent in placement is required as evidence. These placement hours are in addition to the 100 hours required for *Unit 6: Personal and Professional Development in Health and Social Care*.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the structure and function of a placement organisation
- 2 Be able to demonstrate an ability to work in a team for a specific health and social care activity
- 3 Be able to demonstrate an ability to reflect on own contributions to work in health and social care settings
- 4 Understand the role of continuing learning and development in health and social care.

Unit content

1 Understand the structure and function of a placement organisation

Placement structure: aims, role, policies and procedures of organisation

Roles and responsibilities within organisation: staff organisation and roles

Patients/users of services: outline of user group and their needs; how needs are met

Services and resources provided by associated organisations: links with other organisations, inter-agency working

Staff training and development: policy, priorities, funding, impact on users of services and organisation

Role and performance of learner in the placement organisation: description of role, aims, objectives, expected assignments

2 Be able to demonstrate an ability to work in a team for a specific health and social care activity

Team: of at least two people, one of whom must be the learner

Activity: with a specific purpose related to health and social care; requiring planning in advance; consultation with others; sharing out of individual assignments; monitoring of progress towards team goal; team review at end of activity

3 Be able to demonstrate an ability to reflect on own contributions to work in health and social care settings

Personal journal: paper based or e-journal; free format, eg prose, notes, visual formats, mind maps, tables; one entry per 2-3 days spent in placement setting; reflections on own feelings, contributions, self-development, views of others on own performance; influence of others on own contributions, difference own contributions make for users of services and staff

Portfolio: paper based or e-portfolio; for each placement; attendance log, placement report, personal journal entries; end-of-placement summary reflective review; other evidence as appropriate; records of participation in practice activities, eg (expert) witness testimonies, feedback from users of services, photographs (with appropriate consent; not of people) of self and/or artefacts, eg displays, models, equipment, environments

Practice: own contributions to, eg teamworking, care planning, safeguarding considerations, facilities, organisation of provision, roles and responsibilities, policies and procedures, outlines, specialist skills and equipment, working with other agencies

4 Understand the role of continuing learning and development in health and social care

Knowledge and understanding: gained through working with users of services in each placement setting, eg service user needs; roles, practical care skills, communication and managing information, respect for diversity and equality of opportunity, inter-agency working, funding of service provision

Theory – practice links: application of knowledge and understanding from study to practice in work placements, application of knowledge and understanding from placement practices to study

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 explain the structure and function of a health or social care organisation [IE1; IE2; CT1; CT2]		
P2 report on own contributions to a specific team activity relating to health and social care [IE3; CT3; RL1; RL2; RL3; RL4; TW1; TW2; TW3; TW4; SM1; SM2; SM3; SM4; SM5; SM6; SM7; EP1; EP3; EP4; EP5]	M1 assess how their contributions to the team influenced the success of the activity	D1 make recommendations as to how they could have adapted their own contributions to the team to enhance the success of the activity
P3 make regular reflective entries in a personal journal related to own contributions to work in a health and social care setting [IE3; CT1; CT2; CT3; CT4; CT5; RL1; RL3; RL4; RL5; RL6]		
P4 present a portfolio of evidence from all placements that demonstrates the development of own practice in health and social care settings [IE2; IE6; RL1; RL4; RL5; TW3]	M2 assess how own development of knowledge, skills and understanding has made a difference to teams and individuals in health and social care settings	
P5 explain how continuing development of staff influences practice in settings. [IE6; CT2; CT3; RL6]	M3 assess how continuing development of staff can enhance the care of patients/users of services.	D2 evaluate how own effectiveness as a carer has developed as a result of workplace experiences.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit may not be combined in a programme with *Unit 45: Independent Learning in Health and Social Care*.

A minimum of 100 hours of work experience is required for successful completion of this unit. It is recommended that these be divided between at least three different placements. This time is *additional* to the work experience required for *Unit 6: Personal and Professional Development in Health and Social Care*. The total number of different placements required for both units is a minimum of three.

Learners are advised to consider a broader range of experiences, if available. The additional placement time attached to this unit could enable learners to spend a short period in a specialist context within a health or social care setting that could usefully support an application for employment or professional training in higher education. Alternatively, learners could extend their experience within the same placements by working in different departments within the same setting or by varying their attendance pattern (for example from individual days to weekly blocks), so that a wider range of routines may be observed. There is no requirement for learners to spend an equal amount of time in each placement, only a sufficient range to meet the assessment requirements. To maximise the benefits of placement time and to facilitate learners' own development, it is advisable that placement time is distributed across the whole of the programme. Learners should also be supported by visits from a member of the BTEC National programme team, who may be a placement officer.

There are strong links with *Unit 6: Personal and Professional Development in Health and Social Care* and it is recommended that the same tutor delivers both units to facilitate a holistic approach to learning and assessment. In addition, where there are links between other units in learners' programme and placements, it would be valuable to coordinate unit delivery and placements across the tutor team so that teaching and learning activities for Units 6 and 44 support learners appropriately. Delivery of this unit requires establishing at an early stage the importance of reflecting on practice and of portfolio building so that learners can begin to generate evidence from the start of their first placement. Once these concepts have been introduced, delivery may be scheduled around the sequencing of assessment, interspersed with activities that encourage learners to review progress in their reflections and portfolios at regular intervals.

Class activities relating to the structure and function of a health or social care organisation could be timed for the second placement (if first used for Unit 6). The needs of those who use services and the distinction between personal, social and healthcare would be valuable, drawing attention to differences in how the different types of care are funded across the home countries of the UK. Different organisational structures and how they affect the responsibilities of workers and interactions with other agencies could be discussed. The role of policies and procedures in establishing a framework for practice, according to the services provided, would be helpful. Exploration of how employees are recruited in the organisation and the importance of training and development opportunities should be considered. This could then lead to preparing learners for their placement and their roles and responsibilities when in settings.

Class activities exploring teamwork could evolve out of research and discussion activities routinely incorporated into teaching and learning. After completing a well-defined activity in groups on any suitable topic, learners could be encouraged to think about how they worked together in their group and how this affected the success of the activity. Support will be needed to ensure that each learner has the opportunity to engage in an appropriate team activity to meet the grading criteria. Example activities could be designing and setting up a display in an early years setting, organising a specific learning activity in a classroom or working with staff preparing and delivering a seasonal party or performance. Alternatively, a team activity based in the centre could be scheduled, provided it has a health or social care theme, such as a health education event for *Unit 20: Promoting Health Education*, working on a local community development project or hosting a visit by a specific service user group.

For this unit, learners will require supported time to plan, review and evaluate their work experience placements according to the assessment requirements. Establishing an understanding of the concept of evidence-based practice would be advisable. Learners will need to develop a schedule of how and when they are going to gather evidence towards meeting the grading criteria. They will also need to extend their understanding of the use of informal observation, introduced in Unit 6, to support the application of their classroom learning to practices in settings, and to recognise the knowledge and understanding gained from placement experiences to bring back to the classroom. The value of seeking oral feedback to evaluate their own performance in specific skills, activities and assignments should be emphasised. For documented evidence required for portfolios, learners would benefit from guidance on how to complete their part of witness testimony forms so that the purpose of each for the learner is clear and the entries made by the witness support this. Learners should understand the difference between an observation report and an expert witness testimony/statement such as an end-of-placement report.

Learners will reflect on their work experience placements throughout, evidencing this through their journal entries. Activities that help learners establish the self-discipline needed to make regular entries in their journals, such as initially allocating class time for this purpose, would be good practice. Classroom activities should support the development of the skills needed for reflective writing. Starting with simple models of reflection, other models could be introduced later to support development of learner reflections beyond a simple narrative description of events towards discussing the views of others either from feedback from the workplace and tutors or from published sources, ie references. As learner placement experiences develop, class-based activities should encourage learners to compare and contrast different aspects of their experience for their reflections. Learners should also consider how they are learning from others in each placement and how the training and development of staff in settings is supported.

Learners could be encouraged to achieve other supporting qualifications at the appropriate levels, for example first aid, food hygiene, and manual handling. Exact scheduling of classroom activities will depend on the pattern of work placements (weekly or block attendance) and when learners change placements.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Unit introduction.
Learner activities: develop plans to research information from their placements. Role-play exercises: on assertiveness, tact (how to negotiate with staff).
Tutor input: introduce concept of a personal journal and reflection, including confidentiality and safeguarding. (Tutor: consider setting up course/unit blog on virtual learning environment for learners to use for reflection activities.) Learner activity: using questions to analyse a suitable experience of the last few days and what was learned from it. Tutor input: importance of anonymity when referring to placement organisations, staff and users of services. Start with a simple model, eg plan-do-review.
Learner activity: encourage inductive and deductive thinking followed by group discussion. Learner activity: practise writing about one of the oral reflections incorporating perspectives offered by others as well as their own.
Tutor input: oral briefing on assignments and scheduling with placement pattern. Setting monitoring review dates for portfolios and journals, target dates for carrying out team activity, selecting patients/users of services for P5 etc.
Tutor input: introduce concept of a portfolio of evidence, including structure, types of evidence (use an anonymous example from a previous year group). Learner activity: practise completing witness testimonies. Learner activity: explore skills needed for working in placement, particularly communication skills. Discussion: differences between different types of setting and service user groups.
Tutor input/discussion: overview of health and social care services introduced through discussion of learners' own experiences of the services.
Learner research: how organisations may be structured, the people who work in them. Activities researching job descriptions; communication within organisations. Discussion: scenarios.
Staff in settings: recruitment including Induction Minimum Standards, training and development opportunities, how this is managed. Links to service user, organisational needs and career progression opportunities (link to Unit 6). Discussion of case studies.
Assignment 1: A health or social care organisation (P1)
Activities for users of services: in class, learners work in groups of 4-5 to develop an activity for a different service user groups, eg set objectives, decide how will be organised, resources needed. Carry out research. Will raise awareness of processes needed. Retrospectively, analyse how worked together in groups. Use questioning to focus learning on team-working as well as learning about planning recreational or therapeutic activities.
Buzz group: identification of suitable team activities. Feasibility of activity within each learner's placement.
Assignment 2: Teamwork (P2)
Learner activity: facilitate learners in planning for/working on their contribution to the agreed team activity. Learners liaise with their team members from setting when in placement.

Topic and suggested assignments/activities and/assessment

Review of experiences: learners identify positive and negative experiences of their teamwork. Peers suggest how problems could have been reduced and note factors that contributed to successful outcomes. Straw poll on whether learners fulfilled their assignments in the team effort and whether the activity met its intended goals. Learners guided to use comparison of whole group experiences with own experience in the team activity to help them analyse their contributions and make recommendations regarding future changes to the contributions they made.

Assignment 3: Teamwork (M1, D1)

Monitoring and formative feedback on reflective entries in personal journals at regular intervals, according to published schedule shared in advance with learners as part of their assignment brief.

Assignment 4: Learning from placement experiences (P3)

Setting up portfolios, monitoring of collection of evidence at end of each placement, again according to published schedule. Guiding learners to track their evidence.

Assignment 5: Learning from placement experiences (P4)

Monitoring of learner performance in placements by visits and/or telephone (spaced throughout programme).

Tutor input/group work: developing reflective writing skills, eg before second placement. Reflect on an activity or incident occurring on the last day in placement through completion of a worksheet and asking appropriate questions. Share model used to frame worksheet questions after learners have completed activity. Suggested models, eg Kolb, Schön, Gibbs.

Discussion: sources of information for reflections, eg written and oral feedback from placements and tutors, independent research through observation and reading. Class activities in pairs based on realistic tutor-developed scenarios. Peer assessment across class.

Tutor support: review progress on two case studies, scheduled appropriately for two different placement settings.

Assignment 6: Helping others (M2)

Discussion: revisit training and development within settings. Learners share findings from placements and compare with observations made in own placements. Good/best practice.

Continuing development (P5, M3, D2)

Learner activity: final reflections on placement experiences. Preparation of an overall summative reflection statement to support P4.

Final collation and audit of evidence for portfolio.

Unit review and assessment.

Assessment

The basis of all assessment evidence for this unit will be generated through research and participation in practical activities, associated mostly, or wholly, with work experience placements. Evidence will include a reflective journal maintained throughout every placement and a systematically presented portfolio that represents practice experience from all placements. Other evidence submitted for assessment may take the form of reports, written statements or other formats as agreed with the tutor. Learners could present their evidence within the personal and professional development portfolio required for *Unit 6: Personal and Professional Development in Health and Social Care*.

For P1, learners should choose a different health or social care organisation from that described for *Unit 6: Personal and Professional Development in Health and Social Care*. Thus their knowledge and understanding of such organisations, and how they fit into the national framework, will be broadened. Research will be based on informal observations in the chosen setting and specific research carried out both in settings for example through questioning, reading policies, via the organisation's website and using other sources. Learners could produce a report that collates their findings to meet the content range indicated for this criterion. Learners' assessment evidence should focus on the type of care provision, job roles of staff and users of services needs rather than on any named organisation or individuals. Learners should also consider how information is communicated between care workers within the organisation and in interactions with users of services, and how it is stored securely.

P2, M1 and D1 are all based on a specific activity that learners contribute to as a member of a team. For P2, evidence should focus on describing the learner's own contribution(s) to working with the other members of the team towards achieving the team goal for the activity. Learners will therefore need to describe how they carried out the roles allocated by the team and also how their individual effort complemented the contributions of other team members towards achieving the team's goal for the activity.

P3 should not be summatively assessed until learners have completed their final work experience placement but this should be preceded by regular formative assessment, for example at the end of each placement. The contents of learners' personal journals should be regarded as confidential between the learner and the assessor. Formative assessment should monitor personal journals to ensure each learner is making regular entries and involve the assessor maintaining a review log, held by the tutor and by learners in their portfolio, which shows review dates and records formative feedback comment. Learners could be encouraged to write periodic summary reflections on their development. Good practice would be for learners to present a formal summary reflection at the end of each placement and, depending on placement schedule, at a mid-point if attendance is spread over several weeks. Formative feedback should comment on the progress learners are making towards meeting the grading criteria and on their skills in writing reflectively to demonstrate their learning. Learners should be encouraged to include reflection on the feedback received from formative assessment within their journal entries.

For P4, portfolio evidence will accumulate gradually so summative assessment can only take place after completion of the final placement. Regular formative assessment and feedback should be used to monitor learner progress in collecting their evidence and could occur alongside formative assessment of P3. Evidence should be presented systematically with the portfolio contents listed at the front. There should be evidence from each placement that includes: the placement attendance log (with each entry verified by a placement supervisor), witness testimonies commenting on specific skills and aspects of practice with which the learner has engaged and end-of-placement reports. Reports from visits made by a visiting tutor should also be presented. A statement summarising key information about each placement, for example type and size of setting, service user needs, unit to which learner attached, pattern and dates of attendance (to establish chronological sequence) would be helpful, especially for internal and external verification. Selected assignment work and assessor feedback sheets might also be relevant and filing of copies of original versions would be appropriate for this unit. Portfolio evidence could be coded to facilitate cross-referencing to evidence for later criteria in this unit.

The remaining criteria should again be scheduled so that learners have spent time in all their placements, even if they have not finished the final placement. For M2, the evidence could be presented as case studies, with any work submitted from the earlier placement being formatively assessed only until the second case study is complete. For P5, M3 and D2, learners will need to investigate the training and staff development activities facilitated by placement organisations through oral questioning of staff they work with in placements, as well as reading policy statements etc, that may identify staff entitlement to training and development.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	A health or social care organisation	As a carer, it is important to understand organisations that deliver health or social care services.	A report describing one health or social care work placement organisation.
P2, M1, D1	Teamwork	Delivery of care to individuals requires teamwork so that there is continuity of care between work shifts and different agencies supporting the care of users of services.	Planning and delivery of a specific activity related to health and social care and reflections on the learner's own contributions to the team and on how all the team members worked together to achieve the specific aims of the activity.
P3, P4	Learning from placement experiences	It is essential for carers to be able to reflect on their experiences in order to learn and then to use this learning to improve their practice.	Write reflective entries in your personal journal regularly, at least every 2-4 days you spend in placements. Your entries should consider what you have learned from, for example, your work with users of services, interactions with staff or from observing or participating in specific activities and incidents in your placements. You could also reflect on how knowledge and understanding from your classroom studies links to your learning from placements.
M2	Helping others	Carers need to understand how their own contributions in health and social care settings can benefit users of services and other care staff.	In your reflective journal assess how your contributions have benefited two users of services.

Criteria covered	Assignment title	Scenario	Assessment method
P5, M3, D2	Continuing development	All workers in health and social care need to continue to learn to help them adapt their practice for work in different settings, with different users of services and to ensure their practice makes use of new developments, techniques and requirements.	Use examples from your own development and from the development of others in your placements to support your evidence of how continuing development of staff influences practice.

Links to National Occupational Standards (NOS), other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite (see *Appendix A*) and has links with units from other qualifications in that suite. See *Appendix E* for NOS links and *Appendix G* for a mapping of the NHS Knowledge and Skills Framework against particular units in this qualification.

Essential resources

The following resources are essential for delivery of this unit:

- an appropriately qualified tutor with vocational experience in health or social care settings
- time for the unit tutor to support learners in their placements through visits and telephone monitoring
- access to sufficient health and social care placements for all learners to meet the minimum of 100 hours work experience required for this unit – it is recommended that this is divided between at least three different placements. This time is *additional* to the work experience required for *Unit 6: Personal and Professional Development in Health and Social Care*
- a work-based supervisor to complete work placement reports, (expert) witness testimony statements
- library resources with key texts and other reference materials
- models of reflection.

In addition, leaflets/DVDs on learner safety from the Learning and Skills Council.

- are considered to be highly valuable.

Employer engagement and vocational contexts

Engaging with employers through the provision of work experience placements is essential for achievement of the unit. Placements should offer the opportunity for learners to observe care practices and participate in activities as appropriate for the context and the learner. Each learner should have a placement-based mentor with supervisor status who will offer guidance and support throughout the duration of the placement. Employers will confirm learners' attendance logs, complete placement reports and (expert) witness testimony.

Indicative reading for learners

Textbooks

Boys D and Langridge E – *BTEC National Health and Social Care Book 1* (Nelson Thornes, 2007)
ISBN 9780748784042

Boys D, Langridge E and Michie V – *BTEC National Health and Social Care Book 2* (Nelson Thornes, 2007)
ISBN 9780748781720

Crawford P and Bonham P – *Communication in Clinical Settings* (Nelson Thornes, 2006)
ISBN 9780748797165

Jasper M – *Beginning Reflective Practice* (Nelson Thornes, 2003) ISBN 9780748771172

Miller J – *Care Practice for S/NVQ 3* (Hodder Arnold, 2005) ISBN 9780340889336

Moon J – *A Handbook of Experiential Learning Theory and Practice* (Routledge Falmer, 2004)
ISBN 9780415335164

Stretch B and Whitehouse M – *BTEC National Health and Social Care Book 1* (Heinemann, 2007)
ISBN 9780435499150

Stretch B and Whitehouse M – *BTEC National Health and Social Care Book 2* (Heinemann, 2007)
ISBN 9780435499167

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907663

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson, 2010) ISBN 9781846907470

Leaflets

The Right Start – Work experience for young people: health and safety basics for employers (Health and Safety Executive)

Standards for Health and Safety (Learning and Skills Council)

Other publications

Skills for Life, Teachers Reference Pack, Social Care (DfES)

Journals and magazines

Care and Health

Community Care

Nursing Standard

Nursing Times

Residential Care Manager

Specialist journals as appropriate for the occupational area

Websites

www.careknowledge.com

www.csci.org.uk

www.cwdcouncil.org.uk

www.hse.gov.uk

www.lsc.gov.uk

www.scie.org.uk

www.scils.co.uk

www.skillsforcareanddevelopment.org.uk

www.skillsforhealth.org.uk

Care Knowledge

Commission for Social Care Inspection

Children's Workforce Development Council

Health and Safety Executive

Learning and Skills Council

Social Care Institute for Excellence

Social Care Information and Learning Services

Sector Skills Council for Care and Development

Sector Skills Council for the UK Health Sector

Delivery of personal, learning and thinking skills

The following table identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	[IE1,2] examining the structure and function of one health and social care organisation; describing contributions to the care of two users of services [IE3] reporting on own contributions to a specific team activity [IE6] using examples to explain how continuing development influences practice
Creative thinkers	[CT1,2] examining the structure and function of one health and social care organisation [CT3] reporting on own contributions to the specific team activity [CT1-5] reflecting on placement experiences
Reflective learners	[RL1-6] describing own contributions to the specific team activity; reflecting on placement experiences; assembling evidence for their portfolio; using examples to explain how continuing development influences practice
Team workers	[TW1-4] contributing to the specific team activity; working with others to make contributions in placements
Self-managers	[SM1-7] contributing to the specific team activity
Effective participators	[EP1,3,4,5] contributing to the specific team activity.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	devising and monitoring plans to meet the assessment requirements
Manage information storage to enable efficient retrieval	collating their portfolio of evidence
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex assignment	using the internet to research assignments using centre-based and placement IT systems
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	selecting appropriate evidence to include in portfolios and other assessments
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	using an e-journal or e-portfolio
Bring together information to suit content and purpose	collating evidence into the portfolio
Present information in ways that are fit for purpose and audience	presenting evidence in the portfolio
Evaluate the selection and use of ICT tools and facilities used to present information	describing how placement settings use ICT to present and manage information
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	applying mathematics in placement activities, eg in scaling up a design for a display

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	<ul style="list-style-type: none"> contributing to discussions in class and placements communicating with users of services and staff in placements asking questions
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	<ul style="list-style-type: none"> reading placement policy documents reading text retrieved from websites and books
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	<ul style="list-style-type: none"> writing reflective journal entries preparing assignments.