

Unit 45: Independent Learning in Health and Social Care

Unit code:	D/600/9026
QCF Level 3:	BTEC Nationals
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to enable learners to work independently and contribute effectively in a learning environment. Learners will be able to focus on learning and how they approach the process of learning, including learning choices, methods of learning and resources.

● Unit introduction

Learners are increasingly being encouraged to take responsibility for their own learning, extending both to the choice of learning opportunities and to methods of learning. The aim of this unit is to focus on learning choices, methods of learning and resources, of encouraging learners to work independently, and contribute effectively in a learning environment.

Learners will consider the skills of reading and writing in the context of their health and social care studies. This will include learning how to manipulate text and how to understand the formats in which text should be presented.

Learner will gain understanding of how to plan their study and therefore make effective use of their time and resources. They will learn about the concept of work/life balance and the importance of planning in order to allow for free time. They will also learn how to manage assignment work and deadlines, and prepare for examinations.

On completion of this unit learners should be able to manage their current learning independently and effectively, and be able to plan for future learning.

Please note: *This unit may not be combined with Unit 46: Academic Literacy in the Health and Social Care Sectors.*

● Learning outcomes

On completion of this unit a learner should:

- 1 Know how to use resources to support study
- 2 Be able to present work in an appropriate style and format
- 3 Be able to plan and manage own learning.

Unit content

1 Know how to use resources to support study

Resources: to support study, eg teaching and support staff, colleagues, peers, library, bookshops, professional bodies, Sector Skills Councils, government departments, workplaces, media

Support: teaching and staff; colleagues

Media: text-based, eg textbooks, journals, pamphlets, websites, newspapers, magazines; appropriate presentation; reading skills, eg scanning, detailed reading, active reading, reading for sense

Assessing text: using bibliographies, using indexes, checking references, reading web pages; writing styles (descriptive, prescriptive, explanatory), research methods (qualitative, quantitative, triangulation)

Validity: assessing purpose, intended audience, checking references, authenticity, plagiarism

2 Be able to present work in an appropriate style and format

Styles and formats of writing: scientific report writing, ethical writing, reflective writing, discursive writing, persuasive writing, journalistic writing

Language and structure: grammar, syntax, punctuation, formal, informal; why structure is important

Presentation: essay, report, referencing, quotations

3 Be able to plan and manage own learning

Learning styles: Honey and Mumford typology (reflector, theorist, activist, pragmatist); own preferences; limitations of identifying with a single learning style; holistic approach to learning styles

Development: how previous learning has met objectives; plans for the future, eg career, family, travel; work/life balance; identifying strengths and weaknesses; study environments; being able to identify appropriate way to meet own learning needs

Personal development plan: aims and objectives; reflection; short term, long term; study time, spare time; preparing assignments; consideration of learning preference

Study skills: note taking, eg recording, mind maps, Cornell system; working to deadlines; consulting with others

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 describe how to use available resources to support health and social care study [IE1; IE2; IE3]	M1 explain why resources are presented differently due to the type of media used	
P2 produce evidence of different styles of writing used in health and social care, describing the differences		
P3 present one complex piece of work as an example to demonstrate the use of resources within own studies [IE1; IE2; IE3; CT3]	M2 explain the value of three different resources in the preparation of the complex piece of work	D1 evaluate the three resources in terms of validity
P4 produce evidence of managing own current study in health and social care [SM3]		
P5 present evidence of learning style preferences and learning objectives for further study in health and social care. [SM3; RL1; RL2; RL3; RL5]	M3 devise a personal development plan for future learning and study time.	D2 evaluate the value of the personal development plan for own learning and management of current study.

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

Essential guidance for tutors

Delivery

This unit links closely to learning for all other units within the programme. Learners will focus on developing learning skills, improving performance and achievement. Learners will be enabled to acquire new skills and ways of thinking.

The unit should be introduced by encouraging learners to consider as wide a range of available resources as possible. The intention is for learners to develop a critical approach to resources, and they should therefore be exposed to an extensive range. Individual or small-group activities, in which learners actively seek out a range of relevant resources for a particular topic and then share and discuss their findings with the rest of the group, could be used as a means of achieving this. This should ideally be linked to learners' work within other units of the programme, and if resources for different topics are considered this will potentially widen the range and add value to the activity. Learners need to consider the value of the different resources, how information is presented within them, and the validity of the presented. Information. Group presentations could be used as a means of initiating class discussion and debate around the topic of resources, the presentation of information within them, and how they can be used effectively by learners as an aid to study.

Learners should also discuss the different styles of writing that are evident in the health and social care sectors, and relate this to the fusion of disciplines within the sectors. They need to consider examples of different styles and be encouraged to compare them, using the validity criteria. Assignments that learners are currently working on can be used as a tool for them to apply their understanding of writing style and presentation to their own work.

Learners need to consider the management of their studies. This could be introduced through a case study/s, with class discussion, followed by individual activities where learners consider all aspects of their studies, and personal/professional lives, and any conflicts and tensions they may be experiencing. Learners should be encouraged to examine the value of planning for their studies and personal/professional lives, and also different environments for study. Aids to study should be considered, such as different methods of taking notes, reading styles and assignment work, including the management of deadlines.

This can then lead on to discussion on different learning styles. Learners need to consider different learning styles, participate in activities to identify their own styles, including self-reflection, and then consider the holistic approach to learning. They should be encouraged to reflect on past learning, and to consider the future and potential learning needs they may have.

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.
Tutor input: introduce variety of resources available in health and social care. This could include a visit to a learning resource centre.
Learner activity: investigate a variety of e-learning resources available.
Tutor input: types of media used in health and social care.
Learners research: health and social care issues using different types of media.
Discussion: appropriate presentation of work.
Learners will carry out independent reading.
Tutor input: introduce assessment of text to support study.
Discussion: use of bibliographies, writing styles, research methods.
Learner activity: investigate validity of resources. Learners will carry out tasks to assess different resources for validity.
Discussion: plagiarism.
Assignment 1: Resources for health and social care (P1, M1)
Tutor input: introduce different styles and formats of writing.
Discussion: use of language and structure.
Discussion: presentation of work essay, report and the preferred method of referencing.
Learner research: identify and select examples of a variety of different types of writing, ie scientific reports, journals, reflective, ethical, discursive, persuasive writing.
Discussion: how these types of writing may have different styles and formats.
Assignment 2: Writing styles in health and social care (P2)
Assignment 3: Using resources within health and social care (P3, M2, D1)
Prepare one complex piece of work in an appropriate style, as an example to demonstrate the use of resources within own studies. Explain the value of three different resources in the preparation of the complex piece of work. Evaluate the three resources and assess texts for validity.
Tutor input: introduce learning styles. Learners will complete a questionnaire to identify own learning preferences.
Discussion: holistic approach to learning styles.
Discussion: how previous learning has met objectives, future plans, work/life balance, environment.
Reflection: learners to consider own situation in planning study time effectively.
Learner activity: identify personal strengths, weaknesses, and identify appropriate learning to meet own needs and work/life balance.
Tutor input: introduce personal development plans.
Discussion: aims and objectives, long-term and short-term priorities, reflection. Discuss best use of time, consider learning preferences.
Assignment 4: Planning and developing own learning (P4, P5, M3, D2)
Unit review and assessment.

Assessment

This unit may not be combined in a programme with *Unit 46: Academic Literacy in the Health and Social Care Sectors*.

This unit could be assessed through four assignments.

An initial assignment could be used for P1 and M1. Learners need to describe, for P1, a wide range of available resources in order to demonstrate good understanding of where to find information on different aspects of health and social care. This should include resources available in the local area as well as those such as textbooks, newspapers, magazines, the internet and tutors, peers and relatives. For M1, learners need to use specific examples of resources to explain why they are presented differently due to the type of media used. Examples that illustrate at least four different types of media should be provided.

A second assignment could then be used as a vehicle for learners to provide evidence for P2, although this could be linked to the first assignment. For P2, they need to use at least three examples to describe different styles of writing used in health and social care. They could, for example, use pieces of scientific report writing, reflective writing and journalistic writing in order to describe different styles.

A third assignment could then be used to assess P3, M2, and D1. This should be based on a complex piece of work that learners are preparing, or have prepared, for the assessment of another unit. For P3, learners need to describe the resources they used, how they used them, why they chose those resources, and their overall contribution to the piece of work. This should be extended for M2, with learners explaining the use and value of the resources and for D1, with learners evaluating the resources and assessing them for validity.

Finally, the fourth assignment will provide evidence for P4, P5, M3 and D2. For P4, learners need to provide evidence that illustrates the various aspects of managing their studies, and personal/professional lives. They need to identify possible conflicts and tensions, any difficulties encountered and how these can be, or were, overcome. They should consider issues in relation to time and the environment as well as study methods, such as different methods of note taking. They should also consider how to manage assignment work and deadlines. For P5, learners need to consider different learning styles, and reflect on their own learning style. They should then develop and describe some objectives for future study. They should be encouraged to be reflective throughout this assignment. For M3, learners need to extend this and devise a personal development plan for future learning and study time, evaluating the plan for D2. The plan is based on learners' study, including the use of resources, time and environment for study, different learning styles and study methods. It should take into account short-term priorities, such as assignment deadlines during the coming month/two months/three months, and long-term priorities such as considering study methods and learning styles, and incorporate these into planning for learning.

Programme of suggested assignments

The following table 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, M1	Resources for health and social care	You have been asked to produce a booklet for new learners in health and social care in order to improve their study skills and overall performance on the programme.	Booklet.
P2	Writing styles in health and social care	In order to acquire knowledge learners need to engage with a variety of texts and begin to understand the process of building up knowledge of health and social care issues.	Review.
P3, M2, D1	Using resources within health and social care	Within the programme learners are asked to show what they have learned, ie take in new information and new ideas, use these and present arguments within written work.	One complex piece of written work.
P4, P5, M3, D2	Planning and developing own learning	Learners need to take responsibility for own learning and manage own progress.	Reflection. Personal development plan.

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
- library resources with key texts, e-resources and other reference materials such as magazines, journals and newspapers, other written work.

Indicative reading for learners

There are many resources available to support this unit. Some examples are given below.

Textbooks

Bell J – *Doing your Research Project – A guide for first time researchers in health, social care and early years* (Open University Press, 2005) ISBN 9780335215041

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

Burnard P – *Writing Skills in Health Care* (Nelson Thornes, 2004) ISBN 9780748775453

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

Northedge A – *The Good Study Guide* (Open University, 2005) ISBN 9780749259747

Northedge A – *The Sciences Good Study Guide* (Open University, 1997) ISBN 9780749234119

O'Connor K and Sabato L – *Study Guide* (Longman, 2005) ISBN 9780321337856

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

Taylor J – *Study Skills in Health Care* (Nelson Thornes, 2003) ISBN 9780748771196

Other publications

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

Journals and magazines

Care and Health

Children Now

Community Care

Health Service Journal

Nursing Standard

Nursing Times

Public Health

Residential Care Manager

Websites

www.careknowledge.com

www.csci.org.uk

www.hse.gov.uk

www.lsc.gov.uk

www.nhs.uk

www.scieorg.uk

www.scils.co.uk

www.skillsforcareanddevelopment.org.uk

www.skillsforhealth.org.uk

www.surestart.gov.uk

Care Knowledge

Commission for Social Care Inspection

Health and Safety Executive

Learning and Skills Council

National Health Service

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

Sure Start

Delivery of personal, learning and thinking skills

The following table identifies the PLTS that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	[IE 1,2,3] describing resources for information on health and social care
Creative thinkers	[CT3] using one complex piece of work as an example to describe the use of resources within own studies; using examples to describe the different styles of writing used in health and social care
Reflective learners	[RL 1,2,3,5] describing learning style preferences and objectives for future study
Self-managers	[SM3] organising time and resources when carrying out own study and assignment tasks.

● Functional skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using the centres ICT systems as a tool for finding information for the unit
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	constructing diaries/mind maps in appropriate packages; discussing the effectiveness of what is carried out
Manage information storage to enable efficient retrieval	saving information in suitable files and folders
Follow and understand the need for safety and security practices	keeping food and drink away from computers. Not using someone else's login; explaining how safety is addressed in the context of the tasks; explaining why the IT usage policy forbids certain actions
Troubleshoot	carrying out checks to identify the source of a problem encountered, eg missing file of work
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	obtaining research data; collecting health and social care information from books and websites
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	collecting information from suitable websites; highlighting suitable information and assessing the information, whether it meets the purpose, ie is valid, checking authenticity
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 	ensuring all necessary information for the unit is available electronically, eg statistics from websites, tables of information, pictures of equipment
Bring together information to suit content and purpose	creating documents which have the necessary information for a complex report so that it is easy to edit
Present information in ways that are fit for purpose and audience	presenting information as a report or other document as requested in the brief
Evaluate the selection and use of ICT tools and facilities used to present information	discussing the layout of the documents produced and how they may be improved
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	emailing material, including attached files, to tutors and classmates using contact lists; storing messages and replies in appropriate folders; being observed carrying out the above