

# Unit 46: Academic Literacy in the Health and Social Care Sectors

<b>Unit code:</b>	<b>H/600/9027</b>
<b>QCF Level 4:</b>	<b>BTEC Nationals</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit aims to enable learners to understand academic writing styles and theories of learning, and develop their study skills in preparation for the demands of higher education.

## ● Unit introduction

Whilst there are generic elements to the skills required to succeed academically, there are also elements that are particular to different disciplines. The health and social care sectors are at the forefront of public scrutiny, provoking debate on current issues from both within and outside the sectors.

This unit provides a foundation for those who wish to progress to higher education and progress their career in the health or social care sectors. It will help learners to become conversant with a wide variety of academic styles of writing, for example those used for ethical and social debates, scientific writing, reviews or time-limited writing in examinations.

It would be advantageous if the unit is taught in conjunction with another selected health and social care unit, as reading and producing academic texts should be contextualised, to enable learners to appreciate the relevance to the development of skills. *Unit 22: Research Methodology in Health and Social Care* will support this unit by reinforcing learning and providing the opportunity to demonstrate academic writing skills.

Learners will initially be introduced to contemporary debates in health and social care. They will consider the influences on debates and how academic writing may, in turn, influence policy and work within sectors. There will be opportunities to explore different forms of presentation and writing styles, and to interact with, and interrogate written text. Learners will consolidate their learning, and demonstrate their literacy skills, by producing a piece of extended writing.

Theories of how people learn will be introduced, with opportunities for debate and challenging preconceived ideas in relation to own learning. This will lead learners to review their own skills and aspirations in order to produce their personal development plan in preparation for higher level study within health and social care.

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

## ● Learning outcomes

### On completion of this unit a learner should:

- 1 Understand how literacy and language are used to present debates in health and social care
- 2 Be able to write using different literacy styles
- 3 Understand theories of learning
- 4 Be able to manage own study in preparation for higher education.

# Unit content

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## 1 Understand how literacy and language are used to present debates in health and social care

*Debates:* relevant to health and social care, eg quality of dementia care, the respective roles of counselling and psychiatry, harm versus benefits of screening and genetic testing, inequalities in health and care, clinical and cultural iatrogenesis, debates between political perspectives

*Academic literacy:* format, eg scientific, position paper, guides, knowledge review, report, research briefing; style, eg reflective, discursive, persuasive, descriptive, prescriptive, explanatory, journalistic

*Influences:* media pressure, government/social policy, pressure groups, education, health and care sectors, third sector

*Implications of debate:* influences on the sectors, eg legislation/policy change, codes and procedures; working practices; attitudes; resources

*Media:* journals, books, web pages, newspapers, television

*Effective reading:* understanding organisation of different styles; publisher's 'blurb'; context; index; scanning, skimming, signpost words, speed reading techniques; note taking

*Validity:* of literature, eg authorship, author's intention, publication details, intended audience, objectivity, references, cited by others, authenticity, plagiarism, ethical

## 2 Be able to write using different literacy styles

*Academic literacy:* format; style; audience; purpose; validity

*Resources:* uses of, eg library, journals, books, television, videos conferences, work settings, e-learning resources, websites, other people

*Structure/layout:* layout conventions; abstract/introduction; headings; sub-headings; main body of text; conclusion; font; references

*Language:* grammar; spelling; punctuation; vocational/academic vocabulary

*Referencing:* systems, eg Harvard, Modern Language Association, numerical system, superscript numbers; bibliography, referencing, citations

*Editing:* proofreading; relevance; accuracy; consistency; structure; layout; checking for bias

*Examinations:* planning and preparation, techniques

## 3 Understand theories of learning

*Learning theories:* theories, eg Kolb's four stage learning cycle or Honey and Mumford's learning styles; Gardner's multiple intelligence theory; Carl Rogers and the humanistic theory of learning; Lave and Wenger's theory of legitimate peripheral participation in communities of practice; whether describing own learning as limiting or emancipator

#### 4 Be able to manage own study in preparation for higher education

*Own needs:* own management of, eg time, work/life balance, stress; skills, eg managing data text, quantitative, digital, other

*Plan:* aims and objectives; reflection; short term, long term; study time, evidence gathering, assignment work, preparation for examinations; consideration of learning preferences; previous achievements; gaps in understanding/knowledge/skills, career/employment ambitions, personal ambitions, objectives that are SMART (specific, measurable, achievable, realistic, time-bound); resources, environment

## 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:
<b>P1</b> explain the use of format and style to present contemporary debates in health and social care [IE4; IE5; IE6; CT2]	<b>M1</b> analyse the use of format and style, using examples of academic literacy, to present contemporary debates in health and social care	<b>D1</b> critically evaluate the contribution of academic literacy to contemporary debates for health and social care
<b>P2</b> assess the validity of an academic text that contributes to a contemporary debate in health and social care [IE4; IE6; CT2]		
<b>P3</b> discuss the influence of academic literacy on contemporary debates in health and social care [IE4; IE5; IE6; CT2]		
<b>P4</b> produce a piece of writing to illustrate academic literacy for health and social care [IE2; IE6; CT3; RL4; RL6; SM2; SM3]	<b>M2</b> justify the choice of format, style and resources in own writing for health and social care	<b>D2</b> critically evaluate own writing in relation to the requirements of academic literacy
<b>P5</b> analyse the appropriateness of resources used [IE2,6; SM3]		
<b>P6</b> compare two theories of learning [IE3; IE4; IE6; CT2; CT3]	<b>M3</b> analyse two theories of learning	<b>D3</b> evaluate two theories of learning in relation to own learning.
<b>P7</b> produce a personal development plan to prepare for higher education. [RL1; RL2; RL3; RL5; EP3]	<b>M4</b> review strengths and weaknesses of the plan to prepare for higher education.	

**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

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## Delivery

As an introduction to learning outcome 1, learners should be encouraged to consider the purpose of academic writing, exploring the influences from government, pressure groups, the sectors etc. Depending on the level of learners' reading skills it may be necessary, at an early stage, to introduce and develop a range of reading techniques. Learners will need access to a wide range of academic literacy relating to contemporary debates and issues in health and social care. They should then compare and contrast different types and styles, to develop an understanding of why texts are written in a specific way. Valid examples may be obtained from organisations such as the Social Care Institute for Excellence or the Department of Health. Learners could work independently or in small groups to analyse texts. Tutors should challenge learner's views, encouraging them to develop a critical stance on how texts are written and presented. The issues of validity, ethics, bias and plagiarism should be raised. This could be through small-group work involving exploration of shorter texts, for example a range of newspaper and research articles, to consider issues of validity and influence. Learners could discuss the influence of academic texts and the implications for the sectors. Comparisons between valid academic works and writing which is not substantiated would be useful to stimulate discussion. The opportunity to research and write short articles would support understanding of how literacy and language are used to present debates in health and social care. This would also provide opportunities to explore a range of resources.

For learning outcome 2, learners need to demonstrate that they can academic formats and styles within their own writing. Practice in writing, with opportunity for feedback and improvements, will be necessary. It will be important for the tutor to discuss and agree the sample of academic writing (which may be work from another unit) to be forwarded for assessment to ensure that it will meet the requirements of assessment.

Learning outcome 3 requires an analysis of two learning theories. Learners should be introduced to different theories and have the opportunity to explore and discuss their relevance to learning. The taxonomy of learning styles has often been used to identify particular types of learners, visual, auditory or kinaesthetic. Learners should be encouraged to challenge theories of learning, for example the implications of stereotyping learners as possessing a specific style and whether this is likely to limit their horizons, or whether learners are likely to achieve greater understanding of how they learn. Learners should then be encouraged to apply the theories to their own learning and critically examine whether they consider the theory to be applicable to themselves.

Learning outcome 4 brings together the questions of literacy and learning. Learners should be encouraged to reflect on their understanding and skills. Constructive formative feedback from the tutor will be essential. Learners should also be encouraged to seek feedback from others, for example professionals they worked closely with during work experience. Learners should be introduced to how record their personal development plan using SMART targets.

## 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.
<b>Learning outcome 1</b> Group discussion: contemporary debates and influences. Tutor input: introduce/practise advanced reading skills. Learner research: familiarisation with texts. Interrogating text for validity.
<b>Assignment 1: Academic literacy for health and social care (P1, P2, P3, M1, D1)</b>
<b>Learning outcome 2</b> Tutor input: introduction to assessment requirements. Practical: planning, writing, and editing own text. Tutor/group work: monitoring and feedback.
<b>Assignment 2: Academic writing for health and social care (P4, P5, M2, D2)</b>
<b>Learning outcome 3</b> Buzz groups: how do people learn? Tutor input: introduction to theories of learning. Group work: demonstrate learning styles. Group discussion: theories and applications in practice.
<b>Assignment 3: Theories of learning (P6, M3)</b>
<b>Learning outcome 4</b> Individual tutor support/discussions. Personal learning time: for review/seeking feedback. Group activity: demonstrate managing time. Group activity: managing stress. Tutor input: examination techniques/preparation. Group discussion: strategies/resources to develop skills. Tutor input: introduction to SMART targets.
<b>Assignment 4: Personal development plan (P7, M4, D3)</b>
Unit review and assessment.

## Assessment

Assessment of the unit is likely to be through four separate assignments focusing on the different aspects of the unit. The first will support learners to generate evidence in relation to their research of academic literacy texts and the second to outline the requirement of their own writing. A third assignment will be based on the theories of learning and the final assignment relating to the personal development plan and review of own learning.

To achieve P1, learners must select examples of academic literacy which illustrate contemporary debates within health and social care. The samples may be researched and selected independently by learners or chosen from a range of examples provided by the tutor. The examples used for evidence should include academic writing in different formats and styles, and in relation to more than one debate. Learners should explain the potential success of each example in achieving its intended purpose, in relation to format, subject, purpose and intended audience. They should also explain the choice of style, tone, layout and vocabulary. To achieve P2, learners will assess one sample in detail commenting on the authenticity of the work to include authorship (profession role or status of author) publication details, resources, references and citations. Learners should include comments on the risks of plagiarism and how the writer has ensured ethical writing. To achieve P3, learners will discuss the influences on academic literacy, which come from government, organisations, pressure groups and others, and how the content affects or influences contemporary debates.

To achieve P4 and P5, learners must produce an extended piece of writing. The writing may have been produced as evidence for another unit, but must be in an appropriate format and style, following conventions of academic writing in health and social care. It is expected that there will be a good level of grammar and punctuation. Vocabulary should be appropriate for the vocational sector. An appropriate form of referencing should be used consistently. To achieve P5, learners should reflect on their choice of resources analysing why they were selected, their usefulness in informing their writing and appropriateness for the health and social care sectors. It is acceptable for learners to produce a draft copy of their writing and receive feedback but this should be documented and care should be taken to ensure that completed evidence is learners' own work.

When comparing two theories of learning for P6, learners should identify the main features of each theory, including similarities and differences. They will also comment on the advantages or disadvantages of applying each theory to explain learning.

P7 requires learners to produce a personal development plan. This should be detailed and include SMART targets. The plan should demonstrate that learners have also considered others' feedback on their skills and progress, for example, tutor feedback, reports from work practice, other professionals or peers. It would benefit learners if they kept a log or diary throughout the programme of learning. Learners should also include consideration of their own time management, the issue of stress and how to achieve a work/life balance that is appropriate for their needs.

Merit grade learners will be able to synthesise information used for the pass criteria. Their analysis of examples of academic writing for M1 will demonstrate depth of understanding of the relationship between purpose and format, for example an awareness of subtleties of style and language and in which language is used to persuade. Learners own writing will show maturity. They will justify their choice of format and resources for M2, linking their skills to the requirements of academic writing. Learners will demonstrate that they have been selective in their choice of resources considering validity and ethics. Information will be referenced appropriately.

When considering aspects of learning they will produce a considered analysis of two theories of learning for M3 and, for M4, they will review the strengths and weaknesses of their personal development plan to prepare themselves for higher education.

Distinction grade learners will work with autonomy but have confidence to seek out tutors and professionals from the sectors to discuss current debates. Learners demonstrate a good understanding of complex debates and the implications on the sectors for D1. Their own writing will have a clear purpose. Information will be well written and organised and presented in an appropriate format with a high level of accuracy. Learners will provide a detailed critique of their writing, drawing on and developing their information from pass and merit work to gain D2. Learners will make realistic critical evaluations of their own skills. They will evaluate the influences of theories on their development and learning and take these into consideration when planning future learning in order to achieve D3.

### 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, P2, P3, M1, D1	Academic literacy for health and social care	You have been asked to prepare a piece of writing for a magazine produced by your university which looks at recent debates in health and social care.	Report/article on different types of academic writing for health and social care.
P4, P5, M2, D2	Academic writing for health and social care	Having had a taste for writing you have decided to submit a piece of your own writing to a journal.	Extended writing in an appropriate format of learners' own choice.
P6, M3	Theories of learning	Reflection on ways learners learn.	An assignment reflecting on two theories of learning.
P7, M4, D3	Personal development plan	Own learning and development.	Personal development plan for own future learning.

### 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 the unit:

- an appropriately qualified tutor
- library resources
- samples of academic writing
- access to the internet
- newspapers, journals, other written work.

## Employer engagement and vocational contexts

Delivery would be greatly enhanced by the involvement of guest speakers and access to work experience opportunities or visits.

### Indicative reading for learners

#### Textbooks

Bolton G – *Reflective Practice: Writing and Professional Development* (Sage, 2005) ISBN 9781412908122

Boud D – *Reflection: Turning Experience into Learning* (Routledge Falmer, 1985) ISBN 9780850388640

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

Cottrell S – *Critical Thinking Skills: Developing Analysis and Argument* (Palgrave, 2005) ISBN 9781403996855

Cottrell S – *The Study Skills Handbook* (Palgrave Macmillan, 2008) ISBN 9780230573655

Gardner H – *Multiple Intelligences: New Horizons in Theory and Practice* (Basic Books, 2006)  
ISBN 9780465047680

Kirshenbaum H and Henderson V – *The Carl Rogers Reader* (Constable, 1990) ISBN 9780094698406

Kolb D – *Experiential Learning: Experience as the source of learning and development* (Prentice Hall, 1984)  
ISBN 9780132952613

Lave J and Wenger E – *Situated Learning: Legitimate Peripheral Participation* (Cambridge University Press, 1991) ISBN 9780521423748

McMillan K and Weyers J – *How to Write Dissertations and Projects* (Pearson Education Ltd, 2008)  
ISBN 9780273713586

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

Pritchard A – *Ways of Learning: Learning Theories and Learning Styles* (Fulton, 2008) ISBN 9780415466080

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

#### Journals

*Care and Health*

*Nursing Times*

*Politics Review*

*Psychology Review*

*Sociology Review*

## Websites

[www.bma.org.uk](http://www.bma.org.uk)

[www.bmj.bmjournals.com](http://www.bmj.bmjournals.com)

[www.dh.org.uk](http://www.dh.org.uk)

[www.dcf.gov.uk/research](http://www.dcf.gov.uk/research)

[www.hpa.org.uk](http://www.hpa.org.uk)

[www.jrf.org.uk](http://www.jrf.org.uk)

[www.ic.nhs.uk](http://www.ic.nhs.uk)

[www.kingsfund.org.uk](http://www.kingsfund.org.uk)

[www.scie.org.uk](http://www.scie.org.uk)

[www.scie.org.uk](http://www.scie.org.uk)

[www.scie-socialcareonline.org.uk](http://www.scie-socialcareonline.org.uk)

[www.nhs.uk](http://www.nhs.uk)

British Medical Association

British Medical Journal

Department of Health

DCFS research resource

Health Protection Agency

Joseph Rowntree Foundation

NHS Information Centre

The King's Fund

Social Care Ethics Committee

Social Care Institute for Excellence

Social Care Online

National Health Service

## 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 ...
<b>Independent enquirers</b>	<p>[IE2] planning and carrying out own research and selecting information to inform their extended writing</p> <p>[IE3] exploring theories of learning from their perspective and that of others</p> <p>[IE4] analysing academic papers, their validity, influences and judging relevance</p> <p>[IE5] considering the influences on current debates and considering the contribution of academic literacy to health and social care</p> <p>[IE6] using reasoned argument to support their conclusions about the use of format, style, validity and influences of debate for health and social care, supporting conclusions within their extended writing and in relation to choice of resources</p>
<b>Creative thinkers</b>	<p>[CT2] asking questions about current debates, types of academic literacy and their validity and how these influence the health and care sectors; asking questions of others about their learning and the theories which explain learning</p> <p>[CT3] using their own ideas and drawing on the ideas of others to plan and produce a piece of extended academic writing</p>
<b>Reflective learners</b>	<p>[RL1] assessing their own skills, and providing feedback to others about skills and learning needs to inform personal development plan</p> <p>[RL2] developing SMART targets</p> <p>[RL3] producing drafts and seeking formative feedback on extended academic writing</p> <p>[RL5] evaluating own learning and experiences to inform personal development plan</p> <p>[RL6] selecting an appropriate format and style and selecting appropriate resources to communicate information relevant to health and social care</p>
<b>Self-managers</b>	<p>[SM2] showing initiative, commitment and perseverance when researching, selecting resources and organising information for an extended piece of writing</p> <p>[SM3] organising time to research, select resources and produce an extended piece of writing</p>
<b>Effective participators</b>	<p>[EP3] proposing an action plan which includes short-, medium- and long-term targets.</p>

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	selecting and using sources of information to inform extended academic writing
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching academic debates for health and social care
<b>ICT – Develop, present and communicate information</b>	
Bring together information to suit content and purpose	using ICT to produce extended academic writing in an appropriate format and style
Present information in ways that are fit for purpose and audience	presenting academic writing in an appropriate way for intended audience
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing influences and debates from health and social care
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading and interrogating a range of academic papers and making decisions about their format and style reading information on theories of learning, selecting and synthesising information
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing an extended piece of academic writing on a subject relating to health and social care producing a personal development plan writing about theories of learning and relating to own learning.