

BTEC Level 4 Diploma in Healthcare Science: Ophthalmic and Vision Science



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Learning & Assessment Guide

Unit 1: Skills for Life-long Learning

Level:	4
Unit type:	Mandatory
Credit value:	2
Guided learning hours:	16

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Mandatory Unit 1 Skills for Life-long Learning

Introduction

In this unit, you will develop the study skills that are needed for successful study and to support lifelong learning. The unit will support you to identify and analyse your learning abilities and requirements and develop your study plan. The Skills for Life-long Learning eBook has links to resources that you can use as needed.

Forms of evidence required

For each unit or part unit the learning outcomes and assessment criteria are presented first, followed by statements as to what the learner must do, and suggestions for completing the work. The suggestions are not prescriptive, and learners can provide additional or alternative evidence, so long as it meets the assessment criteria.

The course work requires the following forms of evidence:

- Written accounts in the form of assignments.
- Work products such as work you have undertaken yourself as part of a job that show a level of understanding or skill. For example these can include results of diagnostic tests you have performed, reports of projects where you demonstrate you can present data in the form of tables and charts etc.
- Reflective accounts. These can include reflections on your study or work experience that you have recorded in your reflective diary.
- Witness statements. A proforma for witness statements can be found in Appendix A.

Study skills are learnt through practice, and you will create some of the evidence required for this unit as you work on other units, and this evidence can be cross-referenced in your eportfolio.

Two layouts for your reflective diary entries are provided in Appendix B, but there are different ways of keeping a diary, and you can choose the method and layout that suits you best. You can, for example, use the British Medical Journal (BMJ) free electronic CPD portfolio for this purpose, and can access it from https://learning.bmj.com/learning/info/BMJ_Portfolio.html . You should make sure your entries are dated. Where appropriate you should log the hours spent on study and work-based learning. It is important that you get into the habit of making regular entries, and organise them so that you can find relevant reflective accounts when you need them. Include a wide range of work and study activities, not just those directly related to your clinical practice, and reflect on positive as well as negative events, as there are lessons to be learned from both.

Submission of evidence

All course work is submitted in the e-portfolio. Candidates should not submit work for final assessment until it is complete and to the appropriate standard for the task. Assessors will provide written feedback to candidates regarding their course work.

Candidates will normally have two opportunities to submit each item of course work. Candidates who fail any task should not resubmit work within one week of receiving their result. Assessors must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

Grading and marking

A **Marking Template** can be found in Appendix C. Course work for the mandatory units is graded as good, satisfactory or unsatisfactory. The good and satisfactory grades are *indicative only* to give you some feedback on the overall quality of your work. Your work is marked as Pass/Action required, thus the highest mark is a **pass**.

What the results mean:

Pass: is achieved when all the assessment criteria are met and the work is graded as good or satisfactory.

Action required: You can resubmit your work after addressing the issues raised in the feedback. If following resubmission, your work remains unsatisfactory, your assessor will seek advice from the internal verifier.

How to use this guide

The work that you need to do is outlined in the **Assessment Guidance** tables highlighted in blue, e.g.

Assessment Criteria	Assessment criteria guidance
7.1 – 7.4	<p>Resources: Technical Scientific Services eBook Chapter 2 Section 2.2</p> <p>For ACs 7.1 and 7.2 write a report of between 250 and 500 words explaining the approach to risk management in own organisation and department and discuss your own role and responsibilities for risk assessment</p> <p>For ACs 7.3 and 7.4 you should perform at least one risk assessment, develop an action plan to reduce the risk, and monitor the effectiveness of the plan. You should seek advice as required and write a report of this activity, which should be confirmed with a witness statement.</p>

The Assessment Guidance is also included in the Assessment Plans in the yellow pages of the Ecordia eportfolio, and can also be found in the dark blue boxes in the eBooks. You may want to print out the assessment guide, or have the assessment guide on your iPad while you work on your computer, or just use the eportfolio. Do whichever works best for you.

The eBooks have been written to give you the information you need to complete the course work, so read through the relevant sections as you work through the assessment criteria.

The word counts are for *guidance only*. So long as you have covered the work that is required, you will not be penalised if you have used more or less words.

If you have any queries about what to do, please contact your assessor for guidance.

Learning outcomes and assessment criteria

Mandatory Unit 1 Skills for life-long learning	
Learning outcomes	Assessment criteria
1. Be able to demonstrate the qualities and abilities required of an independent learner	1.1 Discuss the qualities required of an independent learner 1.2 Evaluate information from a variety of sources 1.3 Incorporate into study and working practice 1.4 Present work in a range of formats 1.5 Interpret information using numbers and charts 1.6 Use information and communication technology (ICT) effectively in study and working practice 1.7 Explain own approach to solving problems 1.8 Explain the importance of critical reflection to support personal development 1.9 Explain the need and requirements for Continuing Professional Development
2. Understand plagiarism and the importance and consequences of plagiarism	2.1 Explain the term plagiarism and the different forms plagiarism can take 2.2 Explain the consequences of plagiarism in the context of academic work, work-based assessment and Good Scientific Practice 2.3 Discuss the use and abuse of plagiarism software
3. Be able to correctly reference information sources	3.1 Explain the different methods for referencing information sources 3.2 Demonstrate the ability to reference information sources
4. Be able to maintain own health and well-being	4.1 Explain the importance of maintaining own health and well-being 4.2 Explain measures taken to maintain own health 4.3 Discuss obstacles to own development as an effective learner and practitioner 4.4 Undertake measures to overcome potential obstacles 4.5 Explain the support mechanisms that are available to learners

Assessment criteria guidance

Assessment Criteria	Resources and assignment guidance
1.1 – 1.9	<p>Resources: Skills for Life-long Learning eBook Chapters 2 & 3</p> <p>For AC 1.1 you should prepare an assignment of between 250 and 500 words that includes the following</p> <ul style="list-style-type: none"> • You should undertake a SWOT analysis and draw up a study plan. You should mention and describe the topics below in relation to your own abilities and your study and career plan: <ul style="list-style-type: none"> ○ self-motivation ○ self-direction ○ self-discipline ○ critical thinking ○ accountability ○ problem solving ○ taking responsibility for their own learning ○ managing own time ○ setting own goals. <p>This is part of a joint assignment for Unit 10 ACs 2.10 and 2.11.</p> <ul style="list-style-type: none"> • For AC 2.10 write an account in which you evaluate at least four sources of information and advice about your profession / occupation, training and career. Sources can include NHS Careers, NHS Employers, the Association of Health Professions in Ophthalmology (AHPO), the Academy for Healthcare Science (AHCS), the Ophthalmic Imaging Association (OIA), and local networks. • For AC 2.11 develop a career plan appropriate to own position. Describe where are you situated on the healthcare science career framework and the options and prospects for your career, and what is your career plan. <p>For ACs 1.2 and 1.3 you should prepare a work product. You should write a short account of how you evaluate evidence from sources that include online databases and scientific papers, and describe how you incorporate this into your study and working practice. Evidence for AC 1.3 includes assignments, reports, presentations to meetings and groups and taking effective notes. Evidence you have produced for other units including Unit 6 AC 6.1-1.5 and Unit 7 Audit, Research, Development and Innovation AC 3.1 – 3.4 or other appropriate examples of your work can be linked to here.</p> <p>For ACs 1.4 and 1.5 you should prepare a work product that includes evidence that you have presented and interpreted information using numbers and charts. You should have appropriate evidence from Unit 7 Audit, Research, Development and Innovation LO 3 that you can link here.</p> <p>For AC 1.6 you should provide at least two witness statements from your mentor, managers or supervisors, confirming that you can make effective use of ICT.</p> <p>For AC 1.7 you should present a reflective account of your approach to solving a problem that arose during work of study. For AC 1.8 you should present a reflective account that demonstrates how critical reflection has</p>

	<p>supported your personal development. Both these reflective accounts can be linked from work you have presented for other units.</p> <p>Evidence for AC 1.9 - Explain the need and requirements for Continuing Professional Development can be linked from Unit 10 ACs 2.3 and 2.4.</p>
2.1 – 2.3	<p>Resources: Skills for Life-long Learning eBook Chapter 2 Section 2.8.</p> <p>Your most important protection against charges of plagiarism is the correct referencing of information, and you might find it helpful to complete LO 3 before LO 2.</p> <p>For ACs 2.1 to 2.3 you can present an assignment of between 500 and 1,000 words that:</p> <ul style="list-style-type: none"> • Explains the term plagiarism and the different forms plagiarism can take, including <ul style="list-style-type: none"> ○ quoting the work or ideas of others without acknowledgement ○ inadequate referencing including inaccurate formatting ○ taking information from electronic or other sources without acknowledgement ○ paraphrasing i.e. altering some words or order without acknowledging the source ○ collusion i.e. collaborating with others without acknowledging own contribution ○ failure to acknowledge assistance ○ use of material written by professional agencies or other persons ○ self-plagiarism i.e. submitting own work previously used for a qualification or not citing own earlier work ○ false citation i.e. cite sources not directly consulted. (AC 2.1); • Explains the consequences of plagiarism in the context of academic work, work-based assessment and Good Scientific Practice (AC 2.2); • Discusses the use and abuse of plagiarism software (AC 2.3).
3.1 – 3.2	<p>Resources: Skills for Life-long Learning eBook Chapter 2 Section 2.8.</p> <p>For AC 3.1, prepare an assignment of around 250 words describing different methods for referencing information. This should include</p> <ul style="list-style-type: none"> • footnote style • numbered style (Vancouver) • author-date style (Harvard) <p>For AC 3.2, you can produce a work product and can link evidence from other units where you have demonstrated that you have referenced information sources. You should use the Harvard referencing system for all your course work; you do not need to demonstrate the use of other styles here.</p>
4.1 – 4.5	<p>Resources: Skills for Life-long Learning eBook Chapter 2</p> <p>For LO 4 you can present an assignment that includes evidence for ACs 4.1 - Explain the importance of maintaining own health and well-being and 4.5 - Explain the support mechanisms that are available to learners. AC 4.5 should include: colleagues and trusted individuals; networks; and agencies that support learners, e.g. within an academic institution or own work place.</p> <p>For ACs 4.2 you should present a reflective account of the measures you have taken to maintain your own health.</p>

	<p>For ACs 4.3 and 4.4 you should present a reflective account on obstacles to your own development as an effective learner and practitioner, and measures you have taken to overcome them.</p> <p>If you have reflective accounts for other units that meet these criteria, they can be linked here.</p>
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APPENDIX A

Witness statement

A witness statement is used to provide a written record of learner performance against targeted assessment criteria. Someone other than the assessor of the qualification/unit may complete it. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, learning resources manager or anyone else who has witnessed the performance of the learner against given assessment criteria. It can be someone who does not have direct knowledge of the qualification, unit or evidence requirements as a whole, but who is able to make a professional judgement about the performance of the learner in the given situation.

The quality of witness statement is greatly improved, and enables the assessor to judge the standard and validity of performance against the assessment criteria, if:

- the witness is provided with clear guidance on the desirable characteristics required for successful performance
- the evidence requirements are present on the witness testimony (this may need further clarification for a non-assessor)
- the learner or witness also provides a statement of the context within which the evidence is set.

Please note:

A witness statement is a source of evidence and **does not** confer an assessment decision. The assessor must:

- consider all the information in the witness statement
- note the relevant professional skills of the witness to make a judgement of performance
- review supporting evidence when making an assessment decision
- review the statement with the learner to enable a greater degree of confidence in the evidence
- be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.

When a number of witnesses are providing testimonies:

- it may be helpful to collect specimen signatures
- all witness testimonies should be signed and dated by the witness
- information of their job role/relationship with the learner should also be recorded.

These details add to the validity and authenticity of the testimony and the statements made in it.

APPENDIX A continued

WITNESS STATEMENT

Learner name:			
Qualification:			
Unit number & title:			
Description of activity undertaken (please be as specific as possible)			
Assessment criteria (for which the activity provides evidence)			
How the activity covers the requirements of the assessment criteria, including how and where the activity took place (this does not confirm achievement of assessment criteria or confer an assessment decision)			
Witness name:		Job role:	
Witness signature:		Date:	
Learner name:			
Learner signature:		Date:	
Assessor name:			
Assessor signature:		Date:	

APPENDIX B Reflective Practice Templates

Version 1

REFLECTIVE PRACTICE RECORD

Learner Name:

Practice Area:

Date:

Describe the event/incident

Analyse the event/incident – what went well?

What could have been better?

What issues were raised by this experience?

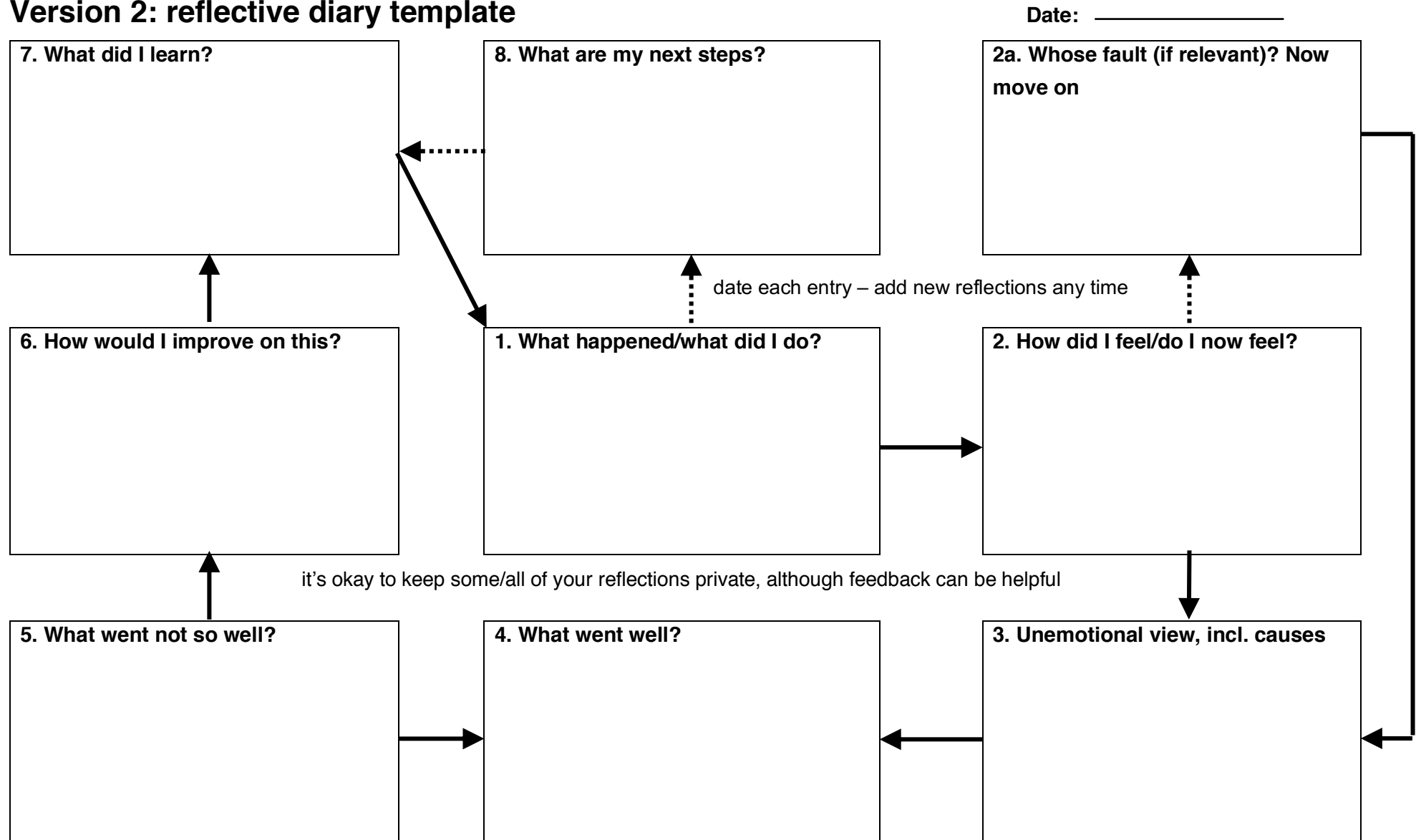
Identify your learning – what have I learned from this?

Identify impact on clinical practice – how may this influence my future practice?

Reviewed By Mentor: _____

Date: _____

Version 2: reflective diary template



Quick notes template – where necessary use supplementary sheets and refer back to this template – keep in a ring-binder or electronically

reflective diary template – supplementary sheet

Date: _____

reflection stage: _____	date of entry
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reflection stage: _____	date of entry
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- each stage is optional – seek feedback where helpful
- date each entry – add new thoughts later
- use the quick notes template for each issue/event
- use supplementary sheets as necessary
- you can use different coloured text, e.g. red: priority, green: positive etc
- try to focus on things you can change and accept those you cannot

APPENDIX C

Marking Template for assignments and presentations graded as competent / action required

	Good	Satisfactory	Unsatisfactory	Comments
Structure and presentation				
Uses own words except when quoting – <i>authenticity</i>				
Meets assessment criteria – <i>validity and sufficiency</i>				
Citation and referencing				
Relates knowledge and understanding to own practice				
Demonstrates self-awareness and reflection				
Evidence from current practice (2-3 years) - <i>currency</i>	Yes / No			
Overall Comments				
Outcome	PASS		ACTION REQUIRED	

The good and satisfactory grades are *indicative only* to give feedback on the overall quality of the work. Work is marked as Pass/Action required, thus the highest grade is a **pass**.

What the results mean:

Pass: is achieved when all the assessment criteria are met and the work is graded as good or satisfactory.

Action required: Work can be resubmitted after the issues raised in the feedback have been addressed. If following resubmission, the work remains unsatisfactory, the assessor will seek advice from the internal verifier.