



Oxford Cambridge and RSA

Unit title:	Understanding the learning process
Unit number:	28
Level:	5
Credit value:	15
Guided learning hours:	60
Unit reference number:	F/601/1657

### **UNIT AIM AND PURPOSE**

Learning is a lifelong process involving a blend of planned and unplanned, formal and informal experiences.

This unit will provide learners with theoretical knowledge of the learning process in the context of health and social care. Learners will gain an understanding of different learning styles, be able to consider their own preferred style and explore influences on their own learning.

Having explored the theoretical domains of learning, learners will use this knowledge to consider appropriate strategies to plan, deliver and assess learning in the work place. The unit encourages learners to explore possible barriers to learning and consider strategies to support the individual learning needs of health and social care workers.

## **LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

A pass grade is achieved by meeting all the requirements in the assessment criteria.

<b>Learning Outcome (LO)</b>  The Learner will:	<b>Pass</b>  The assessment criteria are the pass requirements for this unit.  The Learner can:
LO1 Understand different theories of learning	1.1 explain how different domains of learning apply to learning in health and social care  1.2 explain different ways in which learning can occur in health and social care workplaces  1.3 analyse how theories of learning relate to the development of understanding and skills in health and social care
LO2 Understand the impact of learning styles on learning by individuals	2.1 explain different factors that can influence the effectiveness of learning  2.2 explain concepts of learning style  2.3 assess own preferred learning style  2.4 analyse influences on own learning in relation to learning theory.
LO3 Be able to suggest strategies for delivering and assessing learning in a health and social care workplace	3.1 describe factors to be considered when planning a workplace learning programme  3.2 present relevant teaching strategies to support the learning of others for a health and social care workplace  3.3 suggest a strategy for delivering and assessing learning in a health and social care workplace

<p>LO4 Understand how to support the individual learning needs of health and social care workers</p>	<p>4.1 explain barriers to learning that maybe encountered by individuals in the health and social care workplace</p> <p>4.2 describe methods of identifying individual learning needs</p> <p>4.3 evaluate different approaches that could be adopted to support the individual learning needs of health and social care workers</p>
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### **GRADING CRITERIA**

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors

A distinction grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

<p><b>Merit Criteria (M1, M2, M3)</b></p> <p>(M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade.)</p>	<p><b>Distinction Criteria (D1, D2, D3)</b></p> <p>(D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade.)</p> <p>(In order to achieve a distinction grade, all merit criteria must also have been achieved.)</p>
<p><b>MANDATORY TO ACHIEVE A MERIT GRADE</b></p>	<p><b>MANDATORY TO ACHIEVE A DISTINCTION GRADE</b></p>
<p>M1 Analyse concepts, theories or principles to formulate own responses to situations.</p>	<p>D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.</p>
<p>M2 Analyse own knowledge, understanding and skills to define areas for development.</p>	<p>D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.</p>
<p>M3 Exercise autonomy and judgement when implementing established courses of action.</p>	<p>D3 Determine, direct and communicate new courses of action.</p>

## **TEACHING CONTENT**

The Teaching Content describes what has to be taught to ensure that learners are able to access the highest grade.

Learners must be able to apply relevant examples to their work. Where examples are given in the Teaching Content, these are suggestions; they do not have to be the examples that the learner uses.

<b>LO1 Understand different theories of learning</b>	
Domains	(e.g. Bloom's Taxonomy of learning domains, cognitive, psychomotor, affective, psychosocial, digital age theory)
Self-directed learning	(e.g. reading, research, action research, observation, work-based learning, vocational qualifications)
Employer directed	(e.g. coaching, mentoring, induction programme, work-based/in-house training, secondment)
Theories of learning	(e.g. sensory stimulation theory, reinforcement theory, cognitive-Gestalt theory, holistic learning theory, experiential).
<b>LO2 Understand the impact of learning styles on learning by individuals</b>	
Factors	(e.g. clarity, task orientation, variety, delivery style, environment, conditioning)
Concepts	(e.g. avoidant, participative, competitive, collaborative, dependent, independent)
Learning styles	(e.g. visual, auditory, kinaesthetic)
Influences	(e.g. motivation, purpose, opportunity, learning preferences).
<b>LO3 Be able to suggest strategies for delivering and assessing learning in a health and social care workplace</b>	
Factors	(e.g. relevance, inclusivity, suitability, organisational needs, individual needs, financial resources)
Teaching strategies	(e.g. collaborative, coaching, mentoring, work-shadowing, work-based, evidenced-based teaching, online).
Strategies for delivering learning	Planning (e.g. induction, resources and materials, individual support, presentations, seminars, monitoring and review, reflection, individual learning plans)

Strategies for assessing learning	(e.g. formative assessment, summative assessment, testing (such as question and answer), observation (such as direct, expert witness records), evidence-based learning (such as presentations, portfolios)).
<b>LO4 Understand how to support the individual learning needs of health and social care workers</b>	
Barriers	(e.g. socioeconomic, access, attitudes (of learners and/or workplace), impairment (such as dyslexia), language and communication)
Methods	(e.g. learning needs analysis, skills audit, diagnostic tools for literacy/numeracy, appraisal)
Support for individual learning needs	(e.g. teaching strategies, learning materials, planning learning, teaching, assessing, providing feedback).

**GUIDANCE**

<b>Delivery guidance</b>
<p>It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or subject area. Typical delivery contexts could include: looking at organisational/work place cultures in the context of learning including a consideration of the ways in which learning is occurring; discussions with key professionals in the learner’s placement, workplace or organisation to gain insight into the culture of the organisation in context of learning and development of individuals; discussions with key professionals and individuals in the placement, workplace or organisation to assess present or identified future learning/training needs.</p> <p>Learners will benefit from being encouraged to exercise autonomy and judgement in identifying learning/training needs and suggest appropriate strategies to support the learning of individuals in the workplace. This will provide opportunities in which to adapt their thinking and reach considered conclusions when discussing barriers to learning that may be encountered by individuals in the health and social care workplace. Hence, ensuring training programmes reflect this understanding (<i>based on a foundation of relevant knowledge, understanding and/or practical skills</i>).</p> <p>Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives, and being given the opportunity to explore them using diverse approaches and schools of thought.</p>

### **Assessment evidence guidance**

Evidence produced must demonstrate how a learner has met each of the Learning Outcomes, and be submitted in the form of essays, project portfolios or presentations.

Where group work/activities contribute to assessment evidence, the individual contribution from each learner must be clearly identified.

All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance. This should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence.

### **RESOURCES**

#### **Books**

Margaryan, A. *Work-based Learning: a Blend of Pedagogy and Technology*. VDM Verlag Dr. Mueller, 2008. ISBN: 978-3836438094

Pashler, H., McDaniel, M., Rohrer, D., Bjork, R. "*Learning styles: Concepts and evidence*". *Psychological Science in the Public Interest*. 2008.

Kolb, D. *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall. 1984.

Honey, P. & Mumford, A. *The Learning Styles Questionnaire, 80-item version*. Maidenhead, UK, Peter Honey Publications, 2006.

#### **Journals**

T Hyland - *International Journal of Lifelong Education*, 2010 - Taylor & Francis  
Thomas F. Hawk, Amit J. Shah (2007) 'Using Learning Style Instruments to Enhance Student Learning' *Decision Sciences Journal of Innovative Education*

#### **Websites**

[edudemic.com/2012/12/a-simple-guide-to-4-complex-learning-theories/](http://edudemic.com/2012/12/a-simple-guide-to-4-complex-learning-theories/)  
[www.learningandteaching.info/learning/bloomtax.htm](http://www.learningandteaching.info/learning/bloomtax.htm)  
[shop.niace.org.uk/media/catalog/product/c/h/charter\\_for\\_workplace\\_learning.pdf](http://shop.niace.org.uk/media/catalog/product/c/h/charter_for_workplace_learning.pdf)  
[www.geoffpetty.com/activelearning.html](http://www.geoffpetty.com/activelearning.html)  
[www.infed.org/biblio/b-learn.htm](http://www.infed.org/biblio/b-learn.htm)  
[learningaswork.cf.ac.uk/outputs/Workplace\\_Learning\\_Final.pdf](http://learningaswork.cf.ac.uk/outputs/Workplace_Learning_Final.pdf)  
[archive.excellencegateway.org.uk/page.aspx?o=ferl.aclearn.resource.id5556](http://archive.excellencegateway.org.uk/page.aspx?o=ferl.aclearn.resource.id5556)  
[www4.dcu.ie/studentlearning/assess-learning-style.shtml](http://www4.dcu.ie/studentlearning/assess-learning-style.shtml)  
[www.vark-learn.com/english/page.asp?p=questionnaire](http://www.vark-learn.com/english/page.asp?p=questionnaire)

**Signposting to other units within the qualification**

Unit 2: Personal and professional development in health and social care  
Unit 15: Managing human resources in health and social care  
Unit 24: Contemporary issues in health and social care  
Unit 27: Employability skills