LEVEL 3 STUDY GUIDANCE

The purpose of this guide is to aid you with understanding the expectations of a Level 3 course with Learning Curve Group. Further down this document you will be provided with some examples of questions and answers which reflect the expectations along with some study skill guidance.

It is important to read any question you are attempting thoroughly to provide an answer that covers all the aspects of the question in detail, this will help you to provide a sufficient answer and meet the criteria set.

Study Guidance Top Tips

- Before submitting answers for marking to your tutor. Use this resource to check that your answers are well written and authentic.
- Plan an outline timetable of what, when and where you will study with realistic goals and deadlines for the various elements of your course.
- Aim to complete your work in a productive environment, where you are least likely to be distracted.
- Reflect on the feedback provided to you by your tutor and plan how this guidance can help you on your next assessment.
- Create a glossary of keywords and industry language to research and use within your answers to show your full understanding of the topic.

Referencing and Academic Dishonesty

When working at level three, it is important to conduct wider research to aid you in developing well written answers, especially those where you need to analyse, justify, compare, or provide an evaluation. When using this wider research to support your answers it is important to acknowledge other people's work and provide your tutor with the correct information to locate the sources you have used.

Plagiarism occurs when you submit answers in your assessment that contain content from other sources (Artificial intelligence, learner workbook, websites, or books) without acknowledging the source.

Tutors will carry out checks for plagiarism and the use of artificial intelligence within your answers, so it is good academic practice to reference your work when you have used other sources.

A great video to watch and learn more about on how artificial intelligence can be used appropriately to enhance your studying *can be found on this link*. Please do not use artificial intelligence to generate answers.

A very useful link on referencing *can be accessed here*.

Harvard Referencing

Harvard referencing is a widely used citation within education, acknowledging the sources of information you have used in your work, ensuring that you give proper credit to the original authors and helping you to avoid plagiarism.

You will be required to provide in-text citations where appropriate. Whilst Harvard style also requires a reference list or bibliography at the end of your work, this is not needed for your course and further information on this can be found via this link.

Examples of Harvard referencing, in-text citations that are used within the body of your work to indicate when you have used someone else's ideas or words can be seen below.

These citations usually include the author's last name and the year of publication of the source.
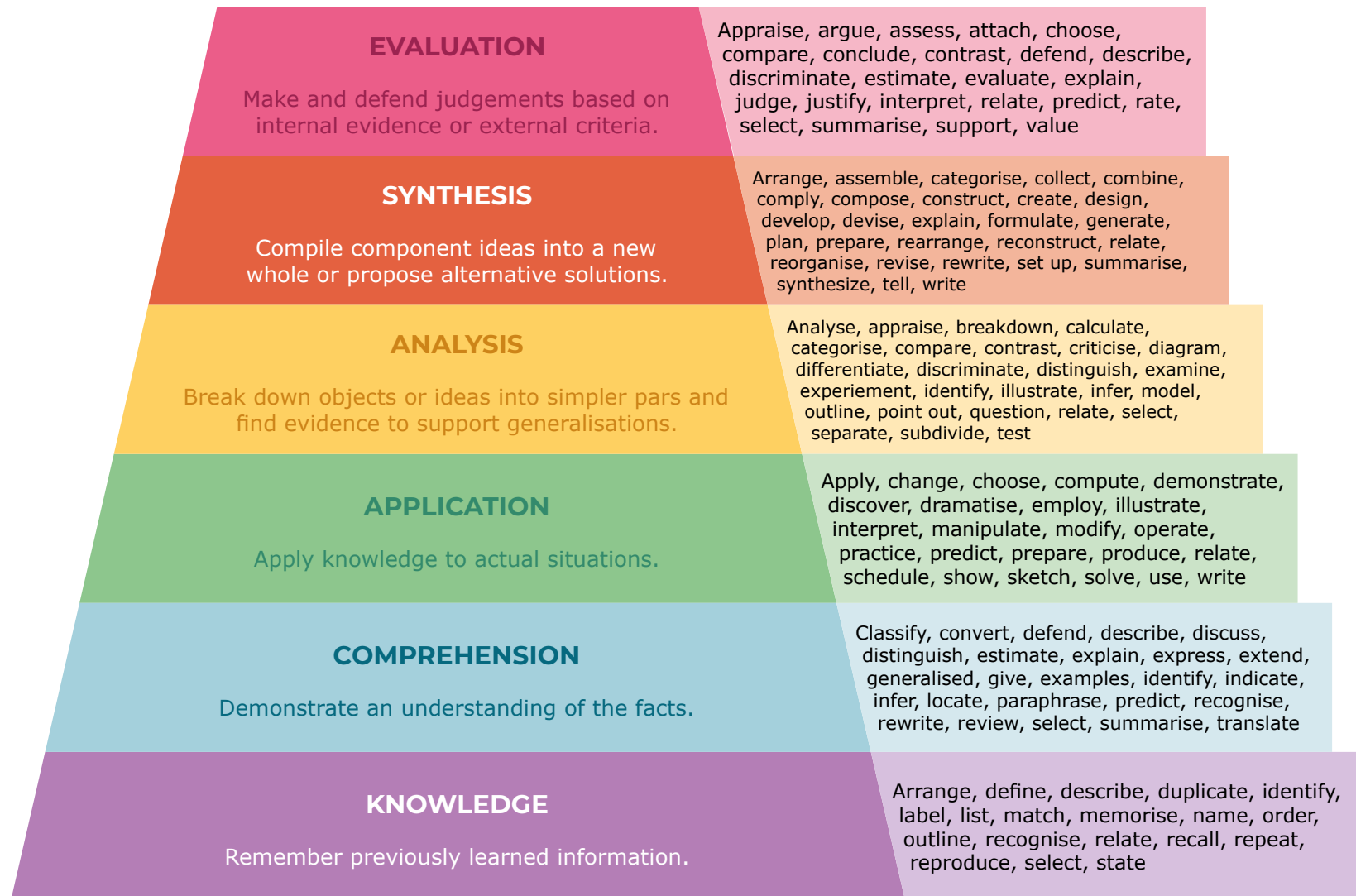
For example:

- When referring to a direct quote: "According to Smith (2019), 'The climate change is a pressing issue".
- When paraphrasing or summarizing: Smith (2019) argues that climate change is a pressing issue.

LEVEL 3 COMMAND VERBS

The visual chart below showcases Blooms Taxonomy which is widely used in education to guide curriculum development and assessment. To find out more information about the use of blooms taxonomy please *click this link to a useful video*.

You will see there is a colour code for each definition with a range of actionable blooms taxonomy of verbs. Later in this resource you will see the code colour code is applied for each of the command verbs.

EVALUATION

Make and defend judgements based on internal evidence or external criteria.

Appraise, argue, assess, attach, choose, compare, conclude, contrast, defend, describe, discriminate, estimate, evaluate, explain, judge, justify, interpret, relate, predict, rate, select, summarise, support, value

SYNTHESIS

Compile component ideas into a new whole or propose alternative solutions.

Arrange, assemble, categorise, collect, combine, comply, compose, construct, create, design, develop, devise, explain, formulate, generate, plan, prepare, rearrange, reconstruct, relate, reorganise, revise, rewrite, set up, summarise, synthesize, tell, write

ANALYSIS

Break down objects or ideas into simpler pars and find evidence to support generalisations.

Analyse, appraise, breakdown, calculate, categorise, compare, contrast, criticise, diagram, differentiate, discriminate, distinguish, examine, experiment, identify, illustrate, infer, model, outline, point out, question, relate, select, separate, subdivide, test

APPLICATION

Apply knowledge to actual situations.

Apply, change, choose, compute, demonstrate, discover, dramatise, employ, illustrate, interpret, manipulate, modify, operate, practice, predict, prepare, produce, relate, schedule, show, sketch, solve, use, write

COMPREHENSION

Demonstrate an understanding of the facts.

Classify, convert, defend, describe, discuss, distinguish, estimate, explain, express, extend, generalised, give, examples, identify, indicate, infer, locate, paraphrase, predict, recognise, rewrite, review, select, summarise, translate

KNOWLEDGE

Remember previously learned information.

Arrange, define, describe, duplicate, identify, label, list, match, memorise, name, order, outline, recognise, relate, recall, repeat, reproduce, select, state

Command Verb	Meaning	Examples
Identify	To answer an identify question correctly you should do the following: • Recognise/name the key points or characteristics of what is being identified.	**Q) Identify legislation which protects people from discrimination?** The Equality Act 2010. This Act legally protects people from discrimination, harassment and victimisation in the workplace and wider society. The Equality Act prohibits discrimination on the grounds of various protected characteristics such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
Define	To define you should aim to show the essential information of the topic within your answer. It should do the following: • Show or state clearly and accurately the meaning of (a word or phrase).	**Q) Define the terms 'mental health' and 'mental ill-health?** Mental health is unique to individuals, as everyone is different. Mental Health refers to the ability to function and cope with daily life and the demands which it may present to the individual. Whilst mental ill-heath can describe a wide range of conditions such as bipolar disorder or post-traumatic stress disorder (PTSD) which can impact a person's ability to think, interact with others and cope with everyday demands in their life, due to this there maybe others round them that this begins to impact on as well.

Outline	Ideally an outline question will show the reader the following: • Outline the essential features not the detail. • Summarise the main characteristics or points.	**Q) Outline the World Health Organizations' definition of palliative care?** The World Health Organization (WHO) defines palliative care as an approach to improve the quality of a person's life when they are faced with a life-threatening illness (WHO, 2023). Palliative care should also include families who are also facing challenges with the condition of their loved one. The World Health Organization recommend that this done by the prevention and relief of any suffering by means of early identification via the assessment and treatment of pain; according to the WHO policies on palliative care should cover other problems that could be experienced whether physical, psychological, or spiritual so that a holistic approach is taken to improve the quality of life fully.
Clarify	Provide the information concisely in order to clarify the topic.	**Q) Clarify the main aims of end-of-life care?** When people enter the final stage of their life it is important to make this the most comfortable time possible for them, so they experience a good death. The main aim is to ensure that the patient can be as independent as possible to maintain their dignity and respect. To do this the care provided will need to support their mental and physical well-being through a person-centered approach. This approach offers the individual choices about the care being put in place for their final stages of life. Bereavement care should also be put in place for families.

Describe	A describe answer should be in paragraphs and describe each part of the question being asked.	**Q) Describe potential consequences of substance and/or alcohol misuse for individuals and others, both long-and short-term?**
	The answer should do the following: • Provide a detailed account of the topic or item in a logical way. • Have content that covers all the relevant characteristics, qualities, or events asked in the question.	Short-term misuse of substances and alcohol can affect the person in different ways due to the severity of the substance or amount of alcohol. This can see people have slurred speech to breathing difficulties, blackouts, or even death. The short-term effects can also make it difficult for individuals to accept help, as their judgment is often impaired and stops them from making logical decisions. With regards to long-term effects, these can be more severe as the body's systems have been abused to a point where the abuse impacts mental and physical capacities. Due to the warning signs often being ignored substance misuse and alcohol can cause long-term conditions such as nerve damage, neurological diseases, and mental health issues. Substances and alcohol are highly addictive; once a person is addicted it can become increasingly difficult to recover and can be a long process. There is also great impact on the family members quality of life who witness the abuse firsthand. If the substance and alcohol issues are excessive this can also harm the community and professional services, such as the police or ambulance service who may be required to deal with the behaviours that the abuse causes.

| Explain | When answering an explain question your answers should be in detailed paragraphs that address each part of the question being asked.

The answer should do the following:

• Make the topic clear to the reader.
• Reveal relevant information in more detail.
• Use examples where possible to support your understanding. | **Q) Explain how to use employee engagement to improve performance in the workplace?**

Helping motivate the team can be done in many ways with the most used technique being team. Checking in with the team and creating a safe and positive welcoming space can be motivating for them as this allow them to contribute more openly so they feel they are listened to. Giving them a voice to express any ideas or opinions can be a healthy way for them to build self-esteem and confidence.

The use of incentives and rewards being offered can help create a healthy competitive atmosphere and a talking point to how each team member can tackle the task. For incentives it is advisable to not use money according to the London School of Economics (2019) as monetising incentives actually "reduces employees, natural inclination to complete a task" this is due to the removal of pleasure employees gain from doing tasks where they receive recognition and appreciation.

A good way to improve performance is to use awards, celebrate achievements in team meetings or simply send an email to the person expressing what it is they have done well. In 2019, Robbins stated that providing recognition and appreciation is meaningful when done timely and in a genuine manner. Employees work better when being motivated, encouraged, and recognised rather than being monitored with a regimented attitude. |

Suggest	When you are required to suggest for an answer you should do the following: • Put forward for consideration giving explanations for your suggestions.	**Q) Suggest different ways to monitor pain?** A good assessment and record keeping is vital for effective pain management. Many patients will have multiple types of pain, and each should be assessed separately. Communicate with the patient where possible, ask them about their pain. Ask questions such as, where is it located, on a scale of one to ten how intense is the pain and is the pain constant. Patients who are unable to communicate could be given diagrams to show the location of the pain. Monitor non-verbal cues such as frowning, crying, agitation or a reluctance to move or be moved. Once pain relief is given you can monitor the impact by revisiting the questions. You could also monitor pain by touching the pain site; consider how the patient reacts to touch. After pain relief is administered, there may be less of a reaction. A journal could be kept noting when symptoms seem to worsen i.e., daytime, night-time, certain positions (pressure points) or after meals. This information will enable you to monitor and adjust pain management techniques. You should also monitor emotional, psychological, or spiritual distress which may have an impact on pain perception. Communicating with carers whether this is a friend, family member or other healthcare worker is vital to support the monitoring of pain.

Differentiate	To differentiate you need to use multiple paragraphs to identify the difference between two or more subjects in detail. Your answer should have the following: • Review the subject(s) – explaining the similarities and differences.	**Q) Differentiate between a 'good death' and a 'bad death'?** A good death for an individual will always maintain their dignity and respect, including making them comfortable with no pain. It is important to plan the end-of-life care so that the final wishes are met. It is important to identify an individual's fears which may be dying alone, not being with family, being pain free or their wish for final prayers. When providing end of life care; you should monitor pain which will involve monitoring non-verbal ques such as facial expressions. It is important for the individual to die peacefully, with dignity and respect their wishes on how they want to die. As with a good death planning will be involved however, a bad death can mainly be contributed to a lack of communication or planning between healthcare professionals, possibly family or if a patient refuses treatment. When a patient refuses treatment this can be difficult not only them but their loved ones, due to the presence of pain. If loved ones are not present at the time of death this could be very distressing for the patient increasing their level of fear or loneliness and steps should be taken to ensure patients are never alone in this time. Some patients may become distressed if their spiritual wishes are not adhered to such as final prayers so it's important that the appropriate planning is put in place to implement.

Summarise	When you are required to summarise for an answer you should do the following: • Sum up or give an account of relevant information in own words. • Ensure that the information is precise.	**Q) Summarise the current framework of services available for those with a mental health problem?** The care for Mental Health is split into three main providers which are, statutory services which are funded by the government and delivered through NHS mental health trusts, voluntary services which include mental health charities and organisations and independent services which are hospital/clinic and social care services and can be accessed through the NHS or privately. Whilst most care is provided within the community allowing individuals to access care and services from their own home or following discharge from hospital. Other care is provided in a clinical setting, for those who pose a risk of harm to themselves or others. Secure care settings or high security psychiatric hospitals also provide care to those who have committed a crime and have been deemed mentally ill. Mental health services are split into four main areas and include adult services, urgent care for individuals who require immediate help and Forensic services for people who have committed crimes or seen to be a danger to the public.

| Distinguish | • To distinguish you should explain the difference between two or more items, resources, pieces of information.
• Answers should be in substantial paragraphs that answer the full content of the question. | **Q) Distinguish the difference between submitting a code review and performing a code review?**

Submitting a code review is the process where the coder issues the part of the code that it has just been completed and requests a review of how this performs.

A code review takes place after the application is submitted, when the reviewer looks at the code and makes suggestions for changes. An effective review of the code will see how each part of the code fits into the overall project. It will test changes in code accuracy, test coverage, functionality and verify that the code follows coding guides and best practices that are used on the project.

Viewers can also identify clear areas for improvement, such as code that is difficult to understand, unclear names, or unhandled edge cases. They will also note that when too many changes are made in a review and will suggest that code changes be broken down into more focused sections or keep the change single purpose. |

| Analyse/ Explore/Examine | When you are required to analyse/ explore/examine a subject you need to examine this in detail and follow the structure given below:

• Break the subject into separate parts.
• Examine each part in detail.
• Identify the main issues.
• Show how the main ideas are related to practice and why they are important.

Look to reference current events, legislation, research, or theory to support the analysis. | **Q) Analyse how current legislation and guidelines for safeguarding informs policy and procedure for children and young people?**

There are numerous legislations and guidelines in place for safeguarding officers and senior leadership to use when devising their company policies and procedures. Everyone has the right to be protected from harm and policies and procedures should clearly outline how to keep individuals safe and how to respond to individual protection concerns.

In England, the Department of Education provide the key statutory guidance for anyone working with children and young people. This is called Working Together to Safeguard Children 2018. This document is recommended to set out how the company will keep children and young people safe. Section 57-62 should be used by the voluntary and private sector.

Within the policies and procedures being written it is important to use the guidance from the Department of Education that is provided on "what to do if you're worried a child is being abused". This helps to identify the actions to take if you think a child is being abused or neglected, allowing the provider to ensure an effective policy and process can be implemented along with staff training.

Safer recruitment and the carrying out of a DBS check will help to identify and reject applicants who are not suitable to work with children and young people including vulnerable adults, this is directly related to guidance from the Safeguarding Vulnerable Groups Act 2006. |

| Evaluate | An evaluation should be made up of multiple well written paragraphs.

This answer should do the following:

• Consider the strengths and weaknesses, arguments for and against and/or similarities and differences.
• The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement.
• Apply current research or theories to support the evaluation when applicable. | **Q) Evaluate national and local initiatives which promote healthy eating?**

National initiatives such as Food for Life which is run by the Soil Association aims to support schools to serve fresh, nutritious lunches that are well sourced. The other aim of this initiative is to teach children where food comes from, to grow their own food and cook it whilst involving the parents. The scheme so far has been successful and has been expanded to help hospitals and care homes. A review of this initiative showed that pupils undertaking the programme were twice as likely to eat five a day and a third less likely to eat no fruit or vegetables, when compared to pupils in schools not participating in the programme. Pupils were also 40% more likely to like or really like school meals whilst 45% of parents supported children eating more vegetables, because of the programme.

Solihull Metropolitan Borough Council run a local initiative called Eat Well Move More aimed at getting families healthier. This offer is only available for families with overweight children aged between 4- 16 and who live in Solihull. In the last year, the service has adapted its offer to be virtual due to COVID-19, meaning the initiative has not had the impact as in previous years. The service has seen 82% of families involved in the program reduce weight and maintain a healthy weight for the next 12 months.

Both initiatives are positive factors in promoting healthy eating due to the educational factor in both which results in the higher success rates, with the only drawback seen in the national initiative due to being selected schools across the country. |

CUSTOMER CARE TEAM

Should you require any assistance, then our customer care team are available throughout the week on the details below.

OPENING HOURS: Monday – Sunday 8am-8pm (excluding bank holidays)

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