

Unit Specification



SEG Awards Level 3 Diploma in Midwifery

Unit Specification Document

England – 610/4333/3

Unit Specification

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Unit Specification Date and Issue Number

Issue	Date	Details of change
1.0	July 2024	New Unit Specification Document

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

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Qualification Structure and Rules of Combination

Rules of Combination: Level 3 Diploma in Midwifery

Learners **must** achieve all the **mandatory** units within the diploma.

Learners **must** achieve 60 credits irrespective of the place, subject or mode of study. Learners accumulate credits through the completion of units worth either 3 or 6 credits each.

For every unit included in the tables, further information, is included in the unit specifications, including learning outcomes and assessment criteria.

Mandatory Units

Unit Title	Unit Number	Level	Credit Value
Mandatory Units			
Biology: Cell Respiration	T/651/1968	3	3
Biology: Endocrine System	Y/651/1969	3	3
Biology: Exploring the Structure and Function of Cells	F/651/1970	3	6
Biology: Genetic Variation and Heredity	H/651/1971	3	3
Biology: Human Musculoskeletal System	J/651/1972	3	3
Biology: Human Reproduction, Growth and Development	K/651/1973	3	3
Biology: Immunity and Disease Defence	L/651/1974	3	3
Biology: Nutrition and Digestion	M/651/1975	3	3
Biology: The cause and Control of Disease	R/651/1976	3	3

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Health and Social Care: The Influence of Societal Factors in Health and Social Care	T/651/1977	3	3
Health: Equality, Diversity and Inclusion in Healthcare Settings	Y/651/1978	3	3
Health: Exploring Resilience, Stress and Managing Emotions	A/651/1979	3	3
Health: Professionalism and Multidisciplinary Teams	H/651/1980	3	3
Health: The Creation and Development of the National Health Service	J/651/1981	3	3
Psychology: Perspectives in Psychology	K/651/1982	3	3
Psychology: Perspectives in Psychological Disorders	L/651/1983	3	3
Sociology: Defining, Measuring and Explaining Poverty	M/651/1984	3	3
Study Skills: Academic Writing	R/651/1985	3	3
Study Skills: Reading and Note Making	T/651/1986	3	3

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Cell Respiration	
Unit Reference	T/651/1968
Level	3
Credit Value	3
Guided Learning (GL)	15
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)
<i>The learner will</i>	<i>The learner can</i>
1. Understand cellular respiration	1.1 Explain the metabolic pathways and how they are regulated in: <ul style="list-style-type: none"> a) aerobic respiration b) anaerobic respiration
2. Be able to analyse the structure and function of adenosine triphosphate and the role of the mitochondrion in its synthesis	2.1 Examine the role of adenosine triphosphate and adenosine diphosphate in cellular respiration to produce energy 2.2 Relate the structure of the mitochondrion to its function in ATP synthesis
3. Understand the structure and function of enzymes in cell metabolism	3.1 Relate the structure of enzymes to their function in cell metabolism 3.2 Investigate limiting factors of enzyme catalysed reactions using given data

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Endocrine System	
Unit Reference	Y/651/1969
Level	3
Credit Value	3
Guided Learning (GL)	15
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)
<i>The learner will</i>	<i>The learner can</i>
1. Understand terms hormone and endocrine gland	1.1 Identify the main endocrine glands and describe the hormones that are produced by them 1.2 Explain the function of the major hormones of the endocrine system 1.3 Explain the bloodstreams role in the distribution of hormones to target organs
2. Understand homeostasis and feedback mechanisms	2.1 Describe the principle of homeostasis 2.2 Outline a process controlled by a feedback mechanism such as blood sugar control
3. Understand the action of hormones	3.1 Describe, in detail, the two molecular processes in steroid and peptide action 3.2 Outline the need for specificity and relate this to the action of the above 3.3 Explain the need for different mechanisms for fat-soluble and non-fat soluble hormones and relate to named examples

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Exploring the Structure and Functions of Cells	
Unit Reference	F/651/1970
Level	3
Credit Value	6
Guided Learning (GL)	30
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)
<i>The learner will</i>	<i>The learner can</i>
1. Understand cellular structure and organisation	1.1 Compare the structure and function of prokaryotic and eukaryotic cells 1.2 Describe the subcellular structure of eukaryotic cells 1.3 Explain the function of each organelle of eukaryotic cells
2. Understand cellular activity	2.1 Explain the regulation of movement of substances by the cell membrane 2.2 Explain how animal cells use nutrients to promote cellular functions 2.3 Describe protein synthesis 2.4 Explain the role of nucleic acids in transcription and translation
3. Understand the cell cycle	3.1 Explain the role of stem cells from the embryo in the development of new tissues 3.2 Describe the stages of mitosis, including interphase 3.3 Explain how genetic information is preserved and passed to daughter cells during mitosis

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Generic Variation and Heredity	
Unit Reference	H/651/1971
Level	3
Credit Value	3
Guided Learning (GL)	15
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the stages and role of mitosis and meiosis	1.1 Analyse the cell division stages and the role of the following processes in the human life cycle: a) mitosis b) meiosis
2. Be able to carry out mono and dihybrid crosses and assess genetic pedigrees	2.1 Carry out the following: a) monohybrid crosses b) dihybrid crosses 2.2 Assess genetic pedigrees
3. Understand genetic variation	3.1 Examine how uncontrolled cell division can lead to cancer 3.2 Examine the influence of genetic and environmental factors on the human population of the following: a) continuous variation b) discontinuous variation

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Human Musculoskeletal	
Unit Reference	J/651/1972
Level	3
Credit Value	3
Guided Learning (GL)	15
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the human skeleton and how it relates to locomotion	1.1 Identify key parts of the skeleton and explain the function as it relates to muscle attachment and locomotion 1.2 Describe the structure of a synovial joint and explain joint classification 1.3 Explain the difference between the properties of bone and cartilage
2. Know how muscles contract	2.1 Describe the gross and microscopic structure of striated muscle 2.2 Explain the sliding filament hypothesis of muscle contraction
3. Understand the development of bone	3.1 Describe the structure of a long bone 3.2 Explain different ages/stages of bone development from fertilisation to adulthood

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Human Reproduction, Growth and Development	
Unit Reference	K/651/1973
Level	3
Credit Value	3
Guided Learning (GL)	15
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the structure and function of the human reproductive system	1.1 Explain the structure and functions of the male and female reproductive systems
2. Understand how hormones regulate the reproductive system throughout life	2.1 Discuss the role of hormones during key developmental stages to include gametogenesis, puberty, pregnancy, and the menopause
3. Understand the sequence of events from conception to childbirth	3.1 Explain the processes and sequence of events during fertilization, implantation, fetal development, and childbirth
	3.2 Explain placental function during pregnancy

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Immunity and Disease Defence	
Unit Reference	L/651/1974
Level	3
Credit Value	3
Guided Learning (GL)	15
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)
<i>The learner will</i>	<i>The learner can</i>
1. Understand examples of first and second line defence against disease	1.1 Discuss examples of first and second lines of defence against disease
2. Understand third line immunity and immune disorders	2.1 Explain what is meant by the term "acquired immunity" 2.2 Explain the terms "self-recognition" and "tolerance" in relation to disease 2.3 Discuss disorders of the immune system
3. Understand vaccinations	3.1 Explore different sources of acquired immunity 3.2 Discuss how the human body responds to vaccination 3.3 Explore the idea of herd immunity, vaccination programmes and vaccine uptake 3.4 Evaluate vaccinations as a defence against disease

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Nutrition and Digestion	
Unit Reference	M/651/1975
Level	3
Credit Value	3
Guided Learning (GL)	15
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the concept of a balanced diet	1.1 Explain the seven requirements of a balanced diet in humans and their main roles 1.2 Describe the effects of dietary imbalance, including the symptoms of nutrient deficiency 1.3 Describe diet recommendations that are currently believed to contribute to the prevention of disease
2. Understand the structure and function of the human digestive system	2.1 Describe the anatomical structure of the human alimentary canal 2.2 Explain the functions of each part of the human alimentary canal including mechanical and chemical (enzymatic digestion) and absorption 2.3 Describe the histology of the alimentary canal, particularly to identify stomach, duodenum, and ileum 2.4 Describe the main functions of the liver related to digestion

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The Cause and Control of Disease	
Unit Reference	R/651/1976
Level	3
Credit Value	3
Guided Learning (GL)	15
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.1)
<i>The learner will</i>	<i>The learner can</i>
1. Understand categories and causes of human disease	1.1 State the different categories of human disease 1.2 Explain the causes and risk factors of a range of diseases 1.3 Compare how different infectious pathogens transmit between hosts
2. Understand the epidemiology of a named disease	2.1 Analyse the occurrences of a specific disease 2.2 Analyse patterns and trends in data for your chosen disease
3. Understand measures for disease prevention	3.1 Discuss strategies, at an individual or governmental level, for the prevention and control of a named disease

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The Influence of Societal Factors in Health and Social Care	
Unit Reference	T/651/1977
Level	3
Credit Value	3
Guided Learning (GL)	15
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)
<i>The learner will</i>	<i>The learner can</i>
1. Understand sociological factors which affect patient practitioner interaction	1.1 Examine sociological influences which affect patient practitioner relationships and interactions
2. Know how social motivations affect health	2.1 Explain how social motivations affect health including ill-health
3. Be able to evaluate the role of social support networks in healthcare	3.1 Evaluate the role of social support networks in healthcare
	3.2 Examine how health can be affected by a lack of social support networks

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Equality, Diversity and Inclusion in Healthcare Settings	
Unit Reference	Y/651/1978
Level	3
Credit Value	3
Guided Learning (GL)	15
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.1)
<i>The learner will</i>	<i>The learner can</i>
1. Know the key concepts related to Equality, Diversity and Inclusion (EDI)	1.1 Define the terms equality, diversity and inclusion giving examples of each 1.2 Define discrimination giving a range of examples of discriminatory practice in healthcare
2. Understand key legislation and regulations related to EDI in healthcare	2.1 Explore key legislation and regulations which govern EDI in terms of healthcare practice for one healthcare profession 2.2 Outline the protected characteristics of people pursuant to current legislation
3. Understand how EDI issues are managed in healthcare settings	3.1 Analyse how at least two of the protected characteristics have been managed by the NHS, including: a) recent cases or claims of failures to protect or respect this characteristic b) ways in which these failures could/should have been avoided

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Exploring Resilience, Stress and Managing Emotions	
Unit Reference	A/651/1979
Level	3
Credit Value	3
Guided Learning (GL)	15
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)
<i>The learner will</i>	<i>The learner can</i>
1. Understand resilience and mental wellbeing including threats and strategies	1.1 Explore how resilience and mental wellbeing are related 1.2 Describe different factors which could have a negative impact on wellbeing 1.3 Describe potential strategies which can reduce or overcome the negative impact of factors affecting wellbeing 1.4 Describe different resilience building strategies
2. Understand the management of emotions and feelings and the impact of stress	2.1 Identify the difference between emotions and feelings 2.2 Describe positive and negative responses to given situations 2.3 Describe appropriate strategies for managing emotions and feelings arising from given situations 2.4 Discuss the potential psychological and physiological impact of stress on mental health and wellbeing
3. Be able to evaluate how mental health and wellbeing can be managed and supported	3.1 Assess three strategies that could be used to manage and support mental health and wellbeing 3.2 Explain the support available from the following in supporting mental health and wellbeing:

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	<ul style="list-style-type: none">a) agenciesb) institutions or organisationsc) individuals
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Professionalism and Multidisciplinary Teams	
Unit Reference	H/651/1980
Level	3
Credit Value	3
Guided Learning (GL)	15
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.1)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the impact of changes to the roles and responsibilities of a chosen health care professional	1.1 Discuss how the roles and responsibilities of a health care professional have changed due to a recent local or national development and the impact of this
2. Understand regulation as a chosen health care professional	2.1 Explore the functions of public bodies, agencies, and regulators in a chosen health care profession
3. Understand the multidisciplinary team working in a chosen health care	3.1 Evaluate how effective the current multidisciplinary team approach is in a chosen health care setting

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The Creation and Development of the National Health Service	
Unit Reference	J/651/1981
Level	3
Credit Value	3
Guided Learning (GL)	15
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 2.1)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the creation and evolving nature of National Health Service in the UK	1.1 Discuss the contributing factors which lead to the creation of the National Health Service in the UK 1.2 Explore the challenges facing the National Health Service and how the organisation evolves to manage these changes
2. Understand how funding reforms have impacted on the National Health Service in recent years	2.1 Evaluate the impact of funding changes on the National Health Service, focusing on the last 25 years

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Perspectives in Psychology	
Unit Reference	K/651/1982
Level	3
Credit Value	3
Guided Learning (GL)	15
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.1)
<i>The learner will</i>	<i>The learner can</i>
1. Understand different psychological perspectives	1.1 Describe at least two psychological perspectives 1.2 Evaluate the key assumptions of the identified psychological perspectives 1.3 Evaluate the work of key theorists relating to each of the identified psychological perspectives
2. Understand the differences between alternative psychological perspectives	2.1 Analyse the similarities and the differences between at least two perspectives in psychology
3. Understand the application of psychological perspectives to contemporary issues in Psychology	3.1 Evaluate the application of two psychological perspectives to contemporary issues in psychology

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Perspectives on Psychological Disorders	
Unit Reference	L/651/1983
Level	3
Credit Value	3
Guided Learning (GL)	15
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.1)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the challenges in defining normal human thoughts and behaviour	1.1 Explain the challenges in defining normality and abnormality in relation to human thoughts and behaviour
2. Understand a range of explanations for a chosen psychological disorder	2.1 Explain a chosen psychological disorder using a range of psychological, social, and biological perspectives
	2.2 Evaluate a range of psychological, social, and biological explanations for a chosen psychological disorder
3. Understand a range of psychological treatment methods for a chosen psychological disorder	3.1 Explore the different treatment methods suggested by a range of psychological perspectives for a chosen psychological disorder

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Defining, Measuring and Explaining Poverty	
Unit Reference	M/651/1984
Level	3
Credit Value	3
Guided Learning (GL)	15
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.1)
<i>The learner will</i>	<i>The learner can</i>
1. Understand different definitions of poverty	1.1 Explore a range of different definitions of poverty
2. Understand poverty measurement methods	2.1 Discuss the implications of measuring poverty using different methods
3. Understand the extent of poverty in own country of residence	3.1 Discuss the extent of poverty in own country of residence
4. Understand different sociological explanations of poverty	4.1 Explore a range of sociological explanations of poverty

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Academic Writing Skills	
Unit Reference	R/651/1985
Level	3
Credit Value	3
Guided Learning (GL)	15
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)
<i>The learner will</i>	<i>The learner can</i>
1. Be able to interpret specific questions	1.1 Interpret the requirements of at least two different assignment briefs or essay titles considering the following: <ul style="list-style-type: none"> a) instructional/command words b) topic/Subject words c) any additional/specific requirements regarding the nature for content or layout
2. Be able to structure a written response	2.1 Develop a plan for a written response to a brief 2.2 Demonstrate the development of a structured response which maintains a logical and consistent argument, following a Plan
3. Be able to present the response appropriately for audience and purpose	3.1 Demonstrate the use of academic conventions in a written piece: <ul style="list-style-type: none"> a) use of academic English language appropriate for a Level 3 student b) use of appropriate terminology
4. Understand how to organise and apply information in their academic writing	4.1 Demonstrate the use of an appropriate referencing style for citations and reference lists 4.2 Explain the concept of academic integrity 4.3 Identify the consequences of malpractice with reference to your college policy

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Reading and Note Making	
Unit Reference	T/651/1986
Level	3
Credit Value	3
Guided Learning (GL)	15
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)
<i>The learner will</i>	<i>The learner can</i>
1. Understand a range of reading strategies	1.1 Explain the purpose of different reading strategies
2. Understand the use of language in terms of the purpose and context of a range of texts	2.1 Define the 'authorial voice'/register
	2.2 Identify the purpose and context of a range of texts
	2.3 Evaluate the choice of the language adopted in a range of texts
3. Be able to use methods for developing notes from a range of sources	3.1 Make notes for a specific purpose from spoken communication
	3.2 Make notes for a specific purpose from written communication
	3.3 Explore a range of techniques and evaluate the effectiveness of own approach