

**Learner Unit Achievement Checklist**

**SEG Awards Level 3 Diploma in Midwifery**

**610/4333/3**

###### SEG Awards Level 3 Diploma in Midwifery

## Centre Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**T/651/1968 Cell Respiration - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the metabolic pathways and how they are regulated in: a) aerobic respiration b) anaerobic respiration |  |  |  |  |
| **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 |  |  |  |  |
| **3.1** 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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**Y/651/1969 Endocrine System - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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 |  |  |  |  |
| **2.1** Describe the principle of homeostasis  **2.2** Outline a process controlled by a feedback mechanism such as blood sugar control |  |  |  |  |
| **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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**F/651/1970 Exploring the Structure and Functions of Cells - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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 |  |  |  |  |
| **2.1** 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 in transcription and translation |  |  |  |  |
| **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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**H/651/1971 Generic Variation and Heredity - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Analyse the cell division stages and the role of the following processes in the human life cycle: a) mitosis b) meiosis |  |  |  |  |
| **2.1** Carry out the following: a) monohybrid crosses b) dihybrid crosses  **2.2** Assess genetic pedigrees |  |  |  |  |
| **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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**J/651/1972 Human Musculoskeletal - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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 |  |  |  |  |
| **2.1** Describe the gross and microscopic structure of striated muscle  **2.2** Explain the sliding filament hypothesis of muscle contraction |  |  |  |  |
| **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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**K/651/1973 Human Reproduction Growth and Development - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the structure and functions of the male and female reproductive systems |  |  |  |  |
| **2.1** Discuss the role of hormones during key developmental stages to include gametogenesis, puberty, pregnancy, and the menopause |  |  |  |  |
| **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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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**L/651/1974 Immunity and Disease Defence - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Discuss examples of first and second lines of defence against disease |  |  |  |  |
| **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 |  |  |  |  |
| **3.1** 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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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**M/651/1975 Nutrition and Digestion - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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 |  |  |  |  |
| **2.1** 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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**R/651/1976 The Cause and Control of Disease - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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 |  |  |  |  |
| **2.1** Analyse the occurrences of a specific disease  **2.2** Analyse patterns and trends in data for your chosen disease |  |  |  |  |
| **3.1** Discuss strategies, at an individual or governmental level, for the prevention and control of a named disease |  |  |  |  |

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**T/651/1977 The Influence of Societal Factors in Health and Social Care - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Examine sociological influences which affect patient practitioner relationships and interactions |  |  |  |  |
| **2.1** Explain how social motivations affect health including ill-health |  |  |  |  |
| **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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**Y/651/1978 Equality Diversity and Inclusion in Healthcare Settings - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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 |  |  |  |  |
| **2.1** 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 |  |  |  |  |
| **3.1** 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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**A/651/1979 Exploring Resilience Stress and Managing Emotions - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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 |  |  |  |  |
| **2.1** 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 |  |  |  |  |
| **3.1** 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: a) agencies b) institutions or organisations c) individuals |  |  |  |  |

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**H/651/1980 Professionalism and Multidisciplinary Teams - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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 |  |  |  |  |
| **2.1** Explore the functions of public bodies, agencies, and regulators in a chosen health care profession |  |  |  |  |
| **3.1** Evaluate how effective the current multidisciplinary team approach is in a chosen health care setting |  |  |  |  |

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**J/651/1981 The Creation and Development of the National Health Service - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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 |  |  |  |  |
| **2.1** Evaluate the impact of funding changes on the National Health Service, focusing on the last 25 years |  |  |  |  |

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**K/651/1982 Perspectives in Psychology - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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 |  |  |  |  |
| **2.1** Analyse the similarities and the differences between at least two perspectives in psychology |  |  |  |  |
| **3.1** Evaluate the application of two psychological perspectives to contemporary issues in psychology |  |  |  |  |

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**L/651/1983 Perspectives on Psychological Disorders - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the challenges in defining normality and abnormality in relation to human thoughts and behaviour |  |  |  |  |
| **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 |  |  |  |  |
| **3.1** Explore the different treatment methods suggested by a range of psychological perspectives for a chosen psychological disorder |  |  |  |  |

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**M/651/1984 Defining Measuring and Explaining Poverty - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explore a range of different definitions of poverty |  |  |  |  |
| **2.1** Discuss the implications of measuring poverty using different methods |  |  |  |  |
| **3.1** Discuss the extent of poverty in own country of residence |  |  |  |  |
| **4.1** Explore a range of sociological explanations of poverty |  |  |  |  |

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**R/651/1985 Academic Writing Skills - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Interpret the requirements of at least two different assignment briefs or essay titles considering the following: a) instructional/command words b) topic/Subject words c) any additional/specific requirements regarding the nature for content or layout |  |  |  |  |
| **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 |  |  |  |  |
| **3.1** Demonstrate the use of academic conventions in a written piece: a) use of academic English language appropriate for a Level 3 student b) use of appropriate terminology |  |  |  |  |
| **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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**T/651/1986 Reading and Note Making - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the purpose of different reading strategies |  |  |  |  |
| **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 |  |  |  |  |
| **3.1** 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 |  |  |  |  |

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| **TUTOR COMMENTS:**  **Name: Signature: Date:** |

If chosen for sampling, Internal/External Moderators must complete the following:

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| INTERNAL MODERATOR COMMENTS:  **Name: Signature: Date:** |
| EXTERNAL MODERATOR COMMENTS:  **Name: Signature: Date:** |

Please ensure these forms are copied and distributed to each learner.