

Higher Nationals in Health and Social Care Practice

Effective assignment design for the Higher Nationals in Health and Social Care Practice Authorised Assignment Briefs

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and Social Care Practice

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Effective assignment design for the Higher Nationals in Health and Social Care Practice: Authorised Assignment Briefs

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1.0 Glossary of terms used in this booklet

Assessment – The process of measuring the level of a student's achievement of required learning.

Assignment – The articulation of the work that a student will be required to undertake to provide evidence that can be evaluated in the assessment. Effectively, the assignment enables assessment to take place.

Assignment Brief/Assessment Instrument – The document issued to students at the start of the assessment process. It defines all aspects of the assessment process, setting context, conditions, activity and evidence requirements. This is also called the Assessment Instrument. In Pearson guidance documents, these terms are interchangeable and have the same meaning.

Assessment activity – An action or assessment activity for the student to undertake that will allow them to achieve the Learning Outcome(s) at Pass, Merit or Distinction grades.

Learning Outcomes – The skills, knowledge and behaviours that a student should be able to evidence on completion of the unit.

Assessment criteria – Statements that identify the learning that needs to be present in the assessment evidence. Assessment criteria have been designed to provide students and Assessors with a clear description of the learning that must be evidenced for a student to achieve at each specified level.

Assessment method – The means of collecting the evidence of student competence, knowledge and learning that matches the Learning Outcomes. An assessment method must provide the opportunity to generate assessment evidence across all the grades of achievement.

Assessment evidence – The output material that a student is asked to prepare and submit for assessment to show evidence of their competence, knowledge and learning that matches the Learning Outcomes.

Assessment approaches – Different approaches to assessment and learning that inform the overall assessment strategy and influence the way students study. Approaches will vary depending on the Learning Outcomes of the unit.

Formative assessment – Process, involving both the Assessor and the student in a two-way conversation about the student's progress. It takes place prior to summative assessment and does not confirm achievement of grades but focuses on helping the student to reflect on their learning and improve their performance. Students should be given continuous formative feedback, recorded at key stages, to assist with learning and progress.

Summative assessment – The final consideration by an Assessor of a student's evidence towards a unit, agreeing which assessment criteria the student has met and recording those decisions.

Holistic assessment – When the Assessor evaluates student achievement as a whole rather than breaking things down into separate components, while still ensuring assessment criteria are fully met. Holistic assessment encourages students to consider their learning and achievement as a set of relationships and enables them to think about areas of subject knowledge as interrelated rather than as parts.

2.0 Setting effective assessments

Assessment of learning is fundamental to shaping and influencing student experience and behaviours. Evidence suggests that different approaches to assessment can either support or diminish student motivation and performance. In other words, if assessment is inaccurately planned, designed and implemented it can have a detrimental effect on student learning, achievement and progression. Therefore, an effective assessment strategy is one that requires students to engage with a variety of assessment methods that are accessible, appropriately challenging and engaging, and which support the development of student self-efficacy and self-confidence.

A diverse range of Assessment Instruments designed by centres should ensure collective coverage of all the Learning Outcomes and assessment criteria in each unit and give students opportunities to generate evidence across all grades of achievement. Centres should place emphasis on practical application of the assessment criteria, providing a realistic scenario that students can adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned. The creation of Assessment Instruments that are fit for purpose is vital to achievement and the development of lifelong learning skills.

2.1 Setting the number and structure of assessments

In designing their own Assignment Briefs, centres should consider the following points:

- the number of assignments for a unit must not exceed the number of Learning Outcomes listed in the unit descriptor
- centres may choose to create a **single assignment** to cover all the Learning Outcomes for the entire unit
- centres may choose to assess, through two or more assignments, **staged assignments**. In this case, each assignment will be designed to give students the opportunity to show their achievement of one or more Learning Outcomes
- centres may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated Learning Outcomes are fully addressed in the programme overall. If a centre chooses to take this **integrated assignment** approach, it needs to make sure that students are fully prepared, so that they can provide all the required evidence for assessment and the centre is able to track achievement in assessment records. A Learning Outcome must always be assessed as a whole and must not be split into two or more elements
- the assignment must be targeted at the Learning Outcomes, but the Learning Outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence

- centres do not have to follow the numerical order of the Learning Outcomes in a unit in setting assignments, but later Learning Outcomes often need students to apply the content of earlier Learning Outcomes and may require students to draw their learning together
- assignments must be structured to allow students to demonstrate the full range of achievement at all grade levels. In fairness to all students, if they have the ability to do so they need be given the opportunity to achieve a higher grade.

As assignments provide a final assessment, they will draw on the specified range of essential teaching content for the Learning Outcomes. *The specified essential unit content must be taught/delivered.* The evidence for assessment need not cover every aspect of the teaching content as students will normally be given particular examples, case studies or contexts in their assignments. For example, if a student is carrying out one practical performance or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

Centre programme planning at the beginning of the year must include assignment mapping to ensure that unit Learning Outcomes are fully met during delivery and that students are able to provide evidence for assessment that demonstrates full achievement of all the assessment criteria.

Assignment mapping will allow centres to monitor:

- that all assessment criteria, from every unit being delivered, are assessed
- arrangements for staffing and resourcing of assessment activities where criteria from two or more units might be integrated in one assignment
- that assessment evidence is varied
- the planning of the internal verification of assessment during the programme.

2.2 Assessment approaches

In selecting and designing assessments, it is good practice to take a holistic and strategic approach to deciding the most suitable assessment strategy and the methods to be used.

A well-developed assessment strategy can ensure that the range of Assessment Instruments chosen gives students the opportunity to develop and demonstrate the full range of knowledge, skills and competencies required to achieve the Learning Outcomes. The assessment strategy for each unit, and the design of assessments, is informed by the assessment approach to be applied to the unit.

Table 1 gives some examples of different approaches to assessment and how they can support achievement of knowledge, skills and behaviours specified in unit Learning Outcomes. Units are often delivered using a combination of assessment approaches as Learning Outcomes combine a range of cognitive, affective and psychomotor learning.

Table 1: Different assessment approaches

Assessment approach	Approaches in terms of application to assessment
Research-based	Research-based assessment aims to promote and develop student competencies related to research practice. This is appropriate for meeting unit Learning Outcomes that require assessment of knowledge and understanding.
Practical-based	Practical-based assessment is aimed at linking knowledge and understanding to practical application, using real-life/simulated situations and activities. This is appropriate for meeting unit Learning Outcomes that require application, demonstration and technical skills development.
Work-based	Work-based assessment involves learning through work, learning for work and/or learning at work. It consists of authentic structured opportunities for learning that are achieved in a workplace setting or are designed to meet an identified workplace need. This is an appropriate approach for students who are in work and who can achieve unit Learning Outcomes by completing work activities.
Problem-based	Problem-based assessment actively engages student learning through the experience of finding solutions to open-ended problems. The required knowledge and skills are achieved in the process of solving authentic problems. This is an appropriate approach to meet unit Learning Outcomes that require solutions, recommendations and improvements to meet complex problems.
Project-based	Project-based assessment enables students to gain knowledge and skills by investigating and responding to an authentic, engaging and complex question, problem or challenge in a real-life context. This is an appropriate approach for meeting unit Learning Outcomes that support a planned individual or collaborative approach to achieving a specific aim.
Investigation-based	Similar to problem-based and project-based approaches, this approach enables students to ask questions, identify problems and find solutions by exploring and investigating real-life case studies. This approach is appropriate for achieving Learning Outcomes that require exploration and examination of facts and information.
Reflective-based	Reflective-based assessment involves students reflecting on their learning experiences, often applied through practice, to make meaningful connections. This is appropriate for meeting Learning Outcomes that require observation, reflection and self-evaluation.

Assessment approach	Approaches in terms of application to assessment
Portfolio-based	Portfolio-based assessment is a process that culminates in student efforts and learning being presented in a portfolio of evidence. Portfolios for assessment can demonstrate student improvement and skill mastery over a set period of time. This approach is appropriate for meeting those Learning Outcomes that lead collectively to progressive learning.
Performance-based	Performance-based assessment requires students to apply or use their knowledge, following instruction. This approach is appropriate if Learning Outcomes require students being able to do or perform specific skills as a result of instruction.

2.3 Designing valid and reliable assessments

To help ensure that valid and reliable assignments are designed to be consistent across all units, centres should consider a number of actions.

2.3.1 Use of language

The first aspect of an assignment that a centre should focus on is ensuring that the language used in assignments makes assessment activities and guidance accessible to students.

Command verbs (the verbs used in unit assessment criteria) must be considered in terms of the activities and guidance provided for the achievement of the unit assessment criteria. Assignment activities and guidance must use appropriate command verbs that are at the same level of demand as the Learning Outcome and its given assessment criteria. Assignment Briefs can use the command verbs as published in the qualification specification or different verbs as long as they are at the same level of demand and/or imply the same action as the published command verb.

As *Table 2* shows, if an assessment criterion states 'analyse' then using 'evaluate' command verbs for the Assignment Brief to support achievement of that criterion is not appropriate. For example, written guidance in the Assignment Brief may require the student to 'critique' or 'appraise' subject matter but would not require them to 'justify', 'assess' or 'evaluate' subject matter. This would be viewed as over-assessing. Similarly, it is possible to under-assess. Written guidance in the Assignment Brief would, in this example, not require students to 'describe', 'explain' or 'summarise' subject matter.

Examples of learning levels, with relevant command verbs, are given in *Table 2*.

Table 2: Learning levels and related command verbs

Action verb	Description	Appropriate command verbs
Remembering	Remember previously learned information	Define Describe Identify Label List Match Outline Select State
Understanding	Demonstrate an understanding of the facts	Classify Discuss Explain Specify Summarise
Applying	Apply knowledge to actual situations	Apply Employ Illustrate Interpret Produce Show
Analysing	Break down objects or ideas into simpler parts and find evidence to support generalisations	Analyse Appraise Critique Debate Differentiate Distinguish Examine
Evaluating	Make and defend judgements based on internal evidence or external criteria	Argue Assess Compare Conclude Contrast Evaluate Judge Justify

Creating	Put parts together with emphasis on creating a new meaning or structure	Arrange Assemble Compose Construct Create Design Develop Devise
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The following can be used as a guide to support assignment design:

- ensure that there is a holistic understanding (by both tutors and students) and use of command verbs
- set Assignment Briefs that use a single command verb, focusing on the highest level of demand expected for the Learning Outcome(s) that is (are) being assessed
- assignments should be supported by additional guidance that helps students to interpret the demands of the assessment criteria
- time-constrained assessments should use the full range of command verbs (or acceptable equivalents) appropriate to the academic level. Modes of time-constrained assessment include in-class tests and exams that could be both open-book and closed-book. Centres should pay close attention to ensuring that tests and exams are not replicated throughout the course of the year.

2.3.2 Consistency

This relates to the consistency of presentation and structure, the consistent use of appropriate assessment language and the consistent application of criteria for each grade. When assignments are consistent, reliability is enhanced. Where validity is present in assignments, this will result in assignments that are fit for purpose and provide a fair and equitable opportunity for all students to engage with the assignment requirements.

2.3.3 Employing a diverse range of teaching methods

Just as variation in the teaching methods used is important to the planning of a programme structure, so too is the use of a range of Assessment Instruments appropriate to the unit and its content. Centres should consider taking a holistic view of assessment, ensuring a balanced assessment approach, with consideration given to the subject being tested and what is in the students' best interests.

No matter what assessment method is used, assignments should have a sector focus (whether this is in a workplace context or through a case study) and be explicitly clear in their instructions. In the absence of a case study, a scenario should be used to provide some context. Finally, students should be clear on the purpose of the assignment and which elements of the unit it is targeting.

2.4 Assessment methods

BTEC Higher Nationals have always allowed for a variety of assessment methods to be used, provided they are suited to the types of Learning Outcome being assessed. For many units, the practical demonstration of skills is necessary, and for others students will need to carry out their own research and analysis, working independently or as part of a team.

The Authorised Assignment Briefs (AABs) in this booklet give information on suitable types of assessment method for students so that they can apply a range of employability or transferable skills. Centres may choose to use different assessment methods than those proposed. Overall, students should be assessed using varied types of assessment method.

These are some of the main types of assessment method:

- reports
- essays
- in-class tests
- examinations
- creation of financial documents
- creation of business documents
- work-based projects
- simulated exercises
- academic posters, displays, leaflets, brochures
- exhibitions
- PowerPoint (or similar for example, storyboards, website pages) presentations
- a business pitch
- recorded discussion/debates
- student-led seminars
- recorded interviews/role play/performances
- problem and case study analysis
- audio recordings for example, podcasts
- video presentations/webinars
- working logbooks, reflective journals and statements
- presentations with Assessor questioning
- production of visual or audio materials, artefacts, products and specimens.

Some assessment methods are more suitable than others for meeting the evidence requirements of different Learning Outcomes and skills domains (cognitive, affective or psychomotor, known as CAP skills). Examples are given in *Table 3*.

Table 3: Suitable assessment methods for different CAP skills

Skills domain ('CAP' skills)	Possible forms of assessment method
Cognitive (knowledge)	<ul style="list-style-type: none"> • Question + Answer (written/oral) • Tests/exams • Reports/essays • Presentation
Affective (attitudes, behaviours)	<ul style="list-style-type: none"> • Evaluation of subject/knowledge through: <ul style="list-style-type: none"> ○ witness statement ○ review of evidence ○ reflective statements ○ student reflective journal ○ observation ○ performance review (self-review, peer review and so on)
Psychomotor (application)	<ul style="list-style-type: none"> • Demonstration/presentation • Project outcomes • Case studies • Role play • Work-based learning • Producing documentation for example, business plan, financial statement, project management

The assessment methods selected must:

- allow the student to provide all the evidence required for the Learning Outcomes and the associated assessment criteria at all grade levels
- allow the student to produce evidence that is their own independent work
- allow a verifier to independently reassess the student to check the Assessor's decisions.

For example, when tutors are using performance evidence they need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that students are enabled to produce independent work. For instance, if students are asked to use real examples, then best practice would be to encourage them to use examples of their own or to give the group a variety of examples to use.

2.5 Assessment evidence

The work that a student is asked to prepare and submit for assessment is linked intrinsically to the assessment plan, the Learning Outcomes and the vocational character of the qualification.

When considering the assessment evidence that a student will be required to submit, centres must ensure that it is:

- **valid** – the work that the student will produce must provide evidence that is clearly related to the Learning Outcome(s) and is at the appropriate level
- **authentic** – the work that the student submits should be their own
- **reliable** – the work submitted by the student is consistent overtime reflecting the accurate level of the student's knowledge and performance
- **current** – the work submitted must still be relevant to today's work environment at the time of assessment
- **sufficient** – the evidence must provide enough material so that the student can show their achievement at Pass, Merit or Distinction.

3.0 The Assignment Brief

The Assignment Brief is the document issued to students at the start of the assessment process. Clear Assignment Briefs will:

- inform the student of the activities set
- inform the student of the methods of assessment
- set clear deadlines for submission of work.

Centres can send two Assignment Briefs per qualification framework to the external examiner to review prior to their visit, on which the external examiner will provide formal feedback.

Pearson provides assignment templates to use in its Quality Assurance (QA) and Centre Admin Hub on HN Global at: <https://hnglobal.highernationals.com/assessment-and-assignment-templates>; however, centres are free to design their own.

3.1 Providing an Assignment Brief

A good Assignment Brief is one that, by providing challenging and authentic sector/work-related activities, motivates students to provide appropriate evidence of what they have learned.

An Assignment Brief should have the following:

- **a vocational scenario** – this could be a simple situation or a full, detailed set of vocational requirements that motivates the student to apply their learning through the assignment
- **clear instructions** to the student about what they are required to do, normally set out through an activity or series of activities
- **an audience or purpose** for which the evidence is being provided
- **guidance** that maximises opportunity not only for students to achieve Pass but also the higher grades.

All Assignment Briefs must be internally verified every year, prior to issue to the student.

Internal verification of the assignments should be carried out by a staff member who is familiar with BTEC assessment at the appropriate level, along with subject knowledge in the programme area. Internal verification should always be reported and recorded. If further actions are identified by the Internal Verifier, the Assessor is required to complete all actions and return the assignment to the Internal Verifier for review and sign-off.

Once the assignment has been signed off as being fit for purpose by the Internal Verifier, it can be issued to students. For further guidance on internal verification, please refer to the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, which can be downloaded from Pearson's website at:

3.2 Designing an Assignment Brief

A good Assignment Brief will:

- make clear what evidence the student must submit and the format, word count and length of the individual elements
- present a vocational scenario that provides a professional context in which the student will produce work
- use language that is clear and precise, both in defining the vocational scenario and in describing the evidence required
- make the range of levels of achievement (Pass, Merit, Distinction) clear through the use of the same or similar command verbs found in the assessment criteria
- clearly indicate the Learning Outcomes and assessment criteria that are covered by the assignment
- allow a student to achieve a Learning Outcome (or multiple Learning Outcomes) at any of the levels defined by the assessment criteria.

An Assignment Brief *must not*:

- change the wording of Learning Outcomes, assessment criteria and command verbs
- add any additional assessment criteria
- use multiple-choice or 'fill in the missing word' activities (these are not appropriate for Level 4 and Level 5 qualifications)
- use numerical marking or percentage weighting
- penalise students for exceeding word counts or limits
- associate the assignment with a single assessment criterion.

Table 4: Required contents of an Assignment Brief

Key information
<ul style="list-style-type: none">• Assignment title• Assessor name• Date issued• Deadline (for assessment and grading)• Title and level of qualification (as published in the specification)• Unit(s) covered (as published in the specification)• Duration (approximate time it is expected that the assignment will take to complete)

Assignment Brief guidance
<ul style="list-style-type: none"> • This section of the Assignment Brief should include a scenario, activities and guidance that direct students to the work that needs to be completed and submitted to meet the Learning Outcomes for the unit. • The activities and guidance should contain sufficient information and direction to allow students to achieve all the targeted Learning Outcomes for the assignment. • Individual assessment criteria must not be referenced anywhere in the Assignment Brief guidance. • Holistic Assignment Briefs can use the command verbs as published in the qualification specification or make use of different verbs, as long as they are of the same demand and imply the action of the published command verb. • Activities should be written in appropriate language for students at the level of the qualification. • Details of any specific preparations that students will need to make should be included.
Assessment grading criteria
<ul style="list-style-type: none"> • The brief must state exactly which Learning Outcomes and assessment criteria are being addressed. • No aspect of the published assessment criteria may be rewritten.
Forms of evidence for submission
<ul style="list-style-type: none"> • A clear statement of what the student is expected to produce as evidence should be given. • Guidance on how the evidence will be submitted should be included.
Other information that may be included
<ul style="list-style-type: none"> • Resources and reference materials. • Wider assessment opportunities built into the assignment or mapped in the specification. • Employer links. • A suggested word count may be included where written evidence is required to direct the student as to the volume of evidence needed. Students cannot be downgraded if they either do not achieve or exceed the word count.

3.3 Steps to writing an Assignment Brief

Table 5: Actions required to produce an Assignment Brief

1. Select appropriate Learning Outcomes to be assessed for an assignment , considering the number of assignments required to reflect the unit content	Cross-reference to unit content and assessment criteria to ensure that it meets Pass, Merit and Distinction criteria	
2. Select the most appropriate assessment method to be used to assess the Learning Outcomes and assessment criteria	Cross-reference to unit content and assessment criteria to ensure that it meets Pass, Merit and Distinction criteria	
3. Use Learning Outcomes to write a vocational scenario, theme and/or role at the appropriate level	Check the focus against the Learning Outcome to ensure full coverage	
4. Develop assessment activities in the vocational context that map against the selected Learning Outcomes to cover the demands	Cross-reference to unit content and assessment criteria to ensure maximum opportunities to meet Pass, Merit and Distinction criteria	Check that assessment activities reinforce teaching and learning strategies
5. Write the assessment guidance for students, with activities that reflect the Learning Outcomes and giving guidance on the forms of evidence they should provide	Cross-reference to unit content and assessment criteria to ensure maximum opportunities to meet Pass, Merit and Distinction criteria	Ensure that assessment activity is fit for purpose and reflects the unit aims
6. Provide links to resources that will support meeting the assessment activity and providing assessment evidence	Ensure that students have access to valid resources to support completion requirements	

4.0 Using Authorised Assignment Briefs

The Assignment Brief forms a critical part of the assessment process for students and tutors. The brief should give students a clear opportunity to achieve Pass, Merit or Distinction by engaging in an assignment that will allow them to evidence their knowledge and skill through their achievement of learning. A well-structured Assignment Brief, contextualised by use of a vocational scenario, should give students a modelled, real-world situation that reflects the type of work they may undertake in employment.

Pearson Authorised Assignment Briefs (AABs) give tutors a diverse range of engaging assessment methods to use for the assessment of particular units. The AABs can also be used as a reference point for the development of unique assignments that are tailored to a specific location, employment context and the centre's approach to the subject. The AABs also offer suggestions on encouraging the development of collaborative and interpersonal skills, as well as the development of cognitive skills and understanding of the professional behaviours associated with the relevant industry or sector. As with any Assignment Brief, Pearson AABs are intended to provide a model of assessment that is valid, sufficient, authentic, appropriate and relevant.

This booklet includes an AAB for a selection of core and optional units across the pathways at Level 4 and Level 5 (excluding Pearson-set units) to represent a range of different assessment approaches:

- Unit 402: Teamwork and Communication
- Unit 404: Compassionate Care and Values-based Practice
- Unit 407: Planning and Supporting Community Led Activities
- Unit 409: Essentials of Anatomy and Physiology
- Unit 412: Introduction to Cancer Diagnosis and Treatment Pathways
- Unit 415: Sociological Perspectives in Caring Practice
- Unit 502: Leadership, Mentoring and Coaching Others
- Unit 506: Safeguarding Children, Young People and Vulnerable Adults
- Unit 508: Applied Anatomy and Physiology
- Unit 512: Conflict and Resolution.

Pearson-set units are not included owing to the nature of these units and the approach taken; examples of the assessment approach for these units can be found on HN Global in the delivery materials for the subject. These materials give tutors suggestions on the type of assignments that might be used for assessment, the structure and language of Assignment Briefs, and ideas on how to develop new approaches.

4.1 The Authorised Assignment Briefs approach

The supplied AABs have been developed to support centres with their assessment strategy for delivering the core and specialist units. They also offer guidance and inspiration for the effective planning and design of future Assignment Briefs.

They can be used in the following ways:

1. Adapting the AAB: AABs may be used as a starting point for the development of an assignment. In this case, centres should modify, revise and internally verify the AAB to ensure the brief is sufficiently localised, with a relevant vocational context/scenario and a locally relevant set of assessment evidence requirements. Any data and information that need to be provided for the completion of an AAB must also be current and realistic.
2. Using the AAB 'off the shelf': AABs can also be used by centres, subject to internal verification. In this case, centres are still required to provide a sufficiently localised context/scenario as indicated on the AAB.

Whether adapting the AAB or using the AAB 'off the shelf', the Assignment Brief still needs to be internally verified and made available for standards verification. *Table 6* outlines what is required for different Assignment Brief options.

All assignments must be verified in line with Pearson's requirements for internal verification of assignments and assessment results.

Table 6: The internal verification needed for Assignment Briefs

Assignment Brief option	Internal verification required
Adapt a Pearson Authorised Assignment Brief to suit the needs of the centre's students	The internal verification process must be detailed and rigorous to ensure that the Assignment Brief is fully fit for purpose. Pearson provides templates for centres to use. These are available from the <i>QA Hub</i> on HN Global available at: https://hnglobal.highernationals.com/qa-hub and the <i>BTEC forms and guides</i> on our website at: https://qualifications.pearson.com/en/support/support-topics/delivering-our-qualifications/delivering-btec-qualifications/btec-forms-and-guides.html .
Use a Pearson Authorised Assignment Brief as published	An Internal Verifier must ensure that: <ul style="list-style-type: none"> the AAB meets the specific needs of the centre's students the AAB remains current and relevant for students in the centre the Assessor has added correct key information, including hand-out dates and submission deadlines.
Create the centre's own Assignment Briefs	The internal verification process must be detailed and rigorous to ensure that the Assignment Brief is fully fit for purpose. Pearson provides templates for centres to use. These are available from the <i>QA Hub</i> on HN Global available at: https://hnglobal.highernationals.com/qa-hub and the <i>BTEC forms and guides</i> on our website at: https://qualifications.pearson.com/en/support/support-topics/delivering-our-qualifications/delivering-btec-qualifications/btec-forms-and-guides.html .

4.2 The Example Assessment Brief vs the Authorised Assignment Brief

Table 7 shows the differences and similarities between the Authorised Assignment Briefs (AABs) and the Example Assessment Briefs (EABs) used in the Regulated Qualifications Framework (RQF).

Table 7: Comparison between the Example Assessment Briefs (EABs) and the Authorised Assignment Briefs (AABs)

Authorised Assignment Briefs	Example Assessment Briefs
Use of an AAB is not mandatory	Use of an EAB is not mandatory
Developed for a sample of units, including core units, covering a range of different types of approach to assessment	Developed for all units in the programme specification

Authorised Assignment Briefs	Example Assessment Briefs
Written as exemplar approaches to assessment using appropriate assessment methods	Written as suggested approaches to assessment and recommended assessment methods
Provide a range of different types of assessment method that are appropriate for the delivery of a specific assessment approach Assessment methods contextualised for completion in a workplace scenario	Provide a range of different types of assessment method
Detailed vocational context and scenario provided that are related to 'real-life' job roles, responsibilities and organisations Provide clear employability links to skills and responsibilities of specific roles	Provide a general vocational context and scenario
Mapped to developing Quality Assurance Agency for Higher Education (QAA) Subject Benchmark Statement sector skills and National Occupational Standards (NOS) competencies	No visible mapping of skills and competencies
Amplification in the activity guidance to optimise the completion opportunities to achieve the higher grades	Activity guidance often written to Pass level only
Supports different modes of delivery for example, online/offline	Does not always support different modes of delivery
Resource links provided	No resource links provided
Co-created with employers if appropriate	No employer engagement

4.3 Different approaches to AABs, EABs and centre-devised internal Assignment Briefs

Table 8 shows the difference between the approaches to be taken for EABs, AABs and centre-devised internal Assignment Briefs.

Table 8: Differences in approaches to EAB, AAB and internal Assignment Briefs

Approach	Need for adapting	Internal verification required	In scope for external examiner verification
EAB	✓	✓	✓
AAB (adapted)	✓	✓	✓
AAB (used 'off the shelf')	✗	✓	✓
Internal Assignment Brief (centre-devised)	✓	✓	✓

4.4 The Authorised Assignment Brief assessment profile

Table 9 provides an assessment overview for each unit and the number of assignment components. AABs have been produced for each of the units given below, covering all unit Learning Outcomes. These provide a range of different assessment approaches.

Table 9: Unit assessment overview

Unit	Assessment approach	AAB assessment methods
402	Work-based/portfolio-based/practical-based	<ul style="list-style-type: none"> • Formal presentation • Formal report • Strategy document
404	Work-based/portfolio-based/practical-based/reflective-based	<ul style="list-style-type: none"> • Formal presentation • Skills development review
407	Work-based/portfolio-based/practical-based/reflective-based	<ul style="list-style-type: none"> • Formal presentation • Strategy document
409	Work-based/portfolio-based/practical-based	<ul style="list-style-type: none"> • Formal presentation • Patient care plan
412	Work-based/portfolio-based/research-based	<ul style="list-style-type: none"> • Formal presentation • Formal report • Reference document

Unit	Assessment approach	AAB assessment methods
415	Work-based/portfolio-based/investigation-based	<ul style="list-style-type: none"> • Formal presentation • Review document • Investigation document
502	Work-based/portfolio-based/reflective-based	<ul style="list-style-type: none"> • Review document • Leadership strategy document • Formal presentation
506	Work-based/portfolio-based/practical-based/reflective-based	<ul style="list-style-type: none"> • Formal presentation • Safeguarding strategy plan
508	Work-based/portfolio-based/practical-based/reflective-based	<ul style="list-style-type: none"> • Formal presentation • Practice review document
512	Work-based/portfolio-based/practical-based/reflective-based	<ul style="list-style-type: none"> • Review document • Advocacy and empowerment strategy document • Formal presentation

5.0 Unit Authorised Assignment Briefs

Unit 402: Teamwork and Communication

Authorised Assignment Brief

Student Name/ ID Number	
Unit Number and Title	Unit 402: Teamwork and Communication
Academic Year	
Unit Tutor	
Assignment Title	Teamwork and Communication in Public Health
Issue Date	
Submission Date	
Submission Format	
<p>The assignment submission is in the form of:</p> <ul style="list-style-type: none"> • a formal 10-minute presentation (10–15 slides as a guide, supported by speaker notes) to identify a range of communication skills needed to facilitate effective relationships with others. You will support your presentation with speaker notes containing supporting information that is not appropriate for the slides • a formal report to evaluate your own role within the newly created CIT. The recommended word limit is 1,000–1,500 words, although you will not be penalised for exceeding the total word limit • a strategy document to demonstrate increased self-awareness and build resilience. The recommended word limit is 1,000–1,500 words, although you will not be penalised for exceeding the total word limit. <p>You are required to make use of headings, paragraphs and sub-sections as appropriate, and all work must be supported with research and referenced using an appropriate referencing system. You will also need to provide a bibliography using an appropriate referencing system, such as Harvard. Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The evidence collected in this unit can contribute to the validated portfolio required for Unit 401, which focuses on Developing Professional Practice.</p>	

Unit Learning Outcomes	
LO1	Identify communication skills needed to facilitate effective relationships with others
LO2	Evaluate own role within the interprofessional team
LO3	Demonstrate increased self-awareness leading to identification of strategies for continuing development
LO4	Discuss strategies which can be used to build own resilience
Transferable skills and competences developed	
<p>Cognitive skills</p> <ul style="list-style-type: none"> Resource management: Demonstrate ability to coordinate human, financial and informational resources to meet individual and service-level care needs. <p>Practical skills</p> <ul style="list-style-type: none"> Service evaluation: Critically assess service models and propose improvements based on reflective evaluation. Interprofessional working: Engage effectively with colleagues and stakeholders in multidisciplinary teams. <p>Employability skills</p> <ul style="list-style-type: none"> Communication: Communicate effectively with a range of audiences, adapting style and tone to suit context. Research skills: Use reliable sources and enquiry skills to evaluate interventions, services or policies. Presentation: Present ideas and findings using verbal, written and digital formats in professional settings. Resilience: Demonstrate adaptability and resilience when responding to service pressures and changing needs. Emotional intelligence: Show empathy and cultural sensitivity when supporting diverse individuals and families. 	
Vocational scenario	
<p>You are working as an intern Counsellor for the Midlands NHS Hospital Trust (MNT)*, which is based in the East Midlands, working under the direct supervision of a Licensed Practitioner. You have been part of the Talking Therapies service, which provides mental health counselling services for people with depression, anxiety, panic attacks and a range of disorders, including obsessive compulsive disorder (OCD), post-traumatic stress disorder (PTSD) and body dysmorphic disorder (BDD). The Talking Therapies services can either be requested directly or referred by a General Practitioner (GP).</p> <p>The Director of the MNT is considering establishing a Child and Adolescent Mental Health Service (CAMHS) to provide mental health support to younger people in the local area. The Director has been looking at other hospital trusts to see how they set up their CAMHS provision. The Director has observed that in the hospital trusts with the least effective CAMHS provisions, all departments work independently of each other, and there is a distinct lack of a coordinated response in the support provided to patients.</p>	

The director has seen that the most effective CAMHS provision is where there is an interagency team set up, comprising mental health experts, Talking Therapies counsellors, social service representatives and educators, and nursing staff. In these instances, all departments work collaboratively to provide an integrated and holistic programme of care for all patients.

The benefits of a CAMHS interagency team (CIT) are that it lends itself to a coordinated approach that leads to improved communication, shared goals and a more comprehensive understanding of a young person's needs, resulting in better outcomes for the young person and their family.

Clear and effective communication and teamwork between all agency sectors represented in the CIT allows for joint planning and information sharing, enabling a more cohesive and effective support system for young people with mental health support requirements. Before setting up the CIT, the Director would like to establish a pilot programme to make sure that a CIT can be created and that effective communication and teamwork can be established. The Director has spoken with your Line Manager, and both agree that this would be an ideal project for you to take the lead on.

You are to begin the pilot programme by investigating the communication skills that are needed to facilitate effective relationships with others. This is to ensure that clear communication strategies can be identified from the outset so that, when the CIT is established, all CIT members can communicate effectively.

Once you have completed your investigation, you are to examine your own role in the CIT to identify your roles and boundaries. Your investigation will examine how the principles of teamwork can best support the CIT so that the programme is fully established, and the different agencies can effectively work together to support the requirements of the patients.

The Director has also identified that one of the key elements to a successful interagency team is recognising when things have not gone well, and that individuals and team members have the knowledge and skills to be able to reflect on their own practice and improve. The Director is keen to see a range of strategies that can be used by members of the CIT for their own continuing professional development (CPD).

Finally, the Director acknowledges that when bringing different departments together, there will inevitably be some friction that could lead to the CIT being less effective. The Director would like you to investigate a range of strategies that can be used to build the resilience of individual members so that they can deal with difficult situations and work together to identify the result that benefits the CIT and the patient.

* MNT is not a real organisation. You should select appropriate real or fictitious organisations and adapt the Assignment Brief if necessary to meet local assessment needs.

Assignment activity and guidance

Presentation on communication skills

You are to create a formal presentation for the board of MNT in which you will identify a range of communication skills needed to facilitate effective relationships with others. You will support your presentation with real-world case study examples where possible and with speaker notes containing supporting information that is not appropriate for the slides.

Your presentation will:

- identify a range of communication skills needed when communicating with service users
- explain how effective communication skills can help you to develop positive working relationships with colleagues
- discuss the enablers and potential barriers to enhanced communication
- use a range of real-world examples throughout to illustrate your presentation.

Report into interprofessional team

You will create a report for the board of MNT, in which you will evaluate your own role within the newly created CIT. Your report will:

- outline key principles for effective teamworking
- explain the role of professional identity
- explain how professional identity affects professional socialisation
- discuss methods of dealing with conflict within the interprofessional team.

Your report will then go on to evaluate how professional or institutional values can underpin cross-boundary and partnership working.

CPD strategy document

You are to create a CPD strategy document for the board of MNT where you will demonstrate increased self-awareness leading to identification of strategies for continuing development. Your strategy document will:

- show that you have undertaken self-awareness analyses of your previous documents
- describe the relationship between emotional intelligence and communication skills
- discuss areas identified for your own self-development.

Your CPD document will then go on to discuss strategies which can be used to build own resilience and will:

- define resilience in relation to your own practice
- explain the link between resilience and self-care
- explore strategies that can be adopted to increase own resilience.

Finally, your CPD document will show how you have reflected on your own personal and professional journey through the establishment of the CIT pilot programme.

Recommended resources

Please note this is not a definitive list of resources but it will help you begin your research by acting as a starting point of reference.

Websites

www.aacnnursing.org/5b-tool-kit/themes/self-awareness

American Association of Colleges of Nursing
'Self-Awareness'
(Article)

www.betterup.com/blog/effective-strategies-to-improve-your-communication-skills

Better Up
'18 effective strategies to improve your communication skills'
(Blog)

https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-024-06415-w	BMC Medical Education 'Unfolding insights about resilience and its coping strategies by medical academics and healthcare professionals at their workplaces: a thematic qualitative analysis' (Research Article)
www.cognidox.com/blog/glossary-medical-device-development	Cognidox 'Mastering Medical Device Development: An A-Z Guide of Acronyms' (Blog)
www.exceptionalfutures.com/professional-identity/	Exceptional Futures 'Professional Identity: What It Is and Why It Matters' (Blog)
www.hee.nhs.uk/our-work/talent-care-widening-participation/support-worker-help-resources/healthcare-support-worker-learning-development-roadmap/wellbeing-resilience	NHS England 'Wellbeing and resilience' (Resource)
https://ihf-fih.org/news-insights/self-awareness-and-influence-foundational-approaches-to-lead-others-in-challenging-healthcare-environments-yel-2024/	International Hospital Federation 'Self-awareness and influence: Foundational approaches to lead others in challenging healthcare environments (YEL 2024)' (Article)
https://nursing.jnj.com/nursing-news-events/nurses-leading-innovation/the-importance-of-interprofessional-collaboration-in-healthcare	Johnson & Johnson 'The Importance of Interprofessional Collaboration in Healthcare' (Article)
https://professional.dce.harvard.edu/blog/8-ways-you-can-improve-your-communication-skills/	Harvard Division of Continuing Education '8 Ways You Can Improve Your Communication Skills' (Article)
www.whpa.org/activities/interprofessional-collaborative-practice	World Health Professions Alliance 'Interprofessional Collaborative Practice' (Article)

Journals

Fitzgerald, A. (2020) 'Professional identity: A concept analysis', *Nurs Forum*, 55(3), pp.447–472. <https://doi.org/10.1111/nuf.12450>

Matthews, J., Bialocerkowski, A., and Molineux, M. (2019) 'Professional identity measures for student health professionals – a systematic review of psychometric properties', *BMC Medical Education*, 19(308). <https://doi.org/10.1186/s12909-019-1660-5>

McLaney, E. et al. (2022) 'A framework for interprofessional team collaboration in a hospital setting: Advancing team competencies and behaviours', *Healthcare Management Forum*, 35(2), pp.112–117. <https://doi.org/10.1177/08404704211063584>

Reissner, S., and Armitage-Chan, E. (2024) Manifestations of professional identity work: an integrative review of research in professional identity formation', *Studies in Higher Education*, 49(12), pp.2707–2722. <https://doi.org/10.1080/03075079.2024.2322093>

Textbooks

Ellis, R., and Hogard, E. (2020) *Professional Identity in the Caring Professions: Meaning, Measurement and Mastery*, Routledge.

Kent, M., Davis, M.C., and Reich, J.W. (2013) *The Resilience Handbook: Approaches to Stress and Trauma*, Abingdon: Routledge.

Losoncy, L. (1996) *Best Team Skills: Fifty Key Skills for Unlimited Team Achievement*, Abingdon: Routledge.

Midwinter, R., and Dickson, J. (2025) *Embedding Counselling and Communication Skills: A Relational Skills Model*, Abingdon: Routledge.

HN Global

Reading Lists. Available at:

<https://hnglobal.highernationals.com/learning-zone/reading-lists>

Student Resource Library. Available at:

<https://hnglobal.highernationals.com/subjects/resource-libraries>

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Identify communication skills needed to facilitate effective relationships with others		LO1 and LO2 D1 Evaluate how professional or institutional values can underpin cross boundary and partnership working.
P1 Identify a range of communication skills needed when communicating with service users. P2 Explain how effective communication skills can help you to develop positive working relationships with colleagues.	M1 Discuss the enablers and potential barriers to enhanced communication.	
LO2 Evaluate own role within the interprofessional team		
P3 Outline key principles for effective teamworking. P4 Explain the role of professional identity and how it affects professional socialisation.	M2 Discuss methods of dealing with conflict within the interprofessional team.	
LO3 Demonstrate increased self-awareness leading to identification of strategies for continuing development		LO3 and LO4 D2 Reflect on own personal and professional journey through this unit.
P5 Undertake self-awareness analyses through this unit. P6 Describe the relationship between emotional intelligence and communication skills.	M3 Discuss areas identified for your own self-development.	
LO4 Discuss strategies which can be used to build own resilience		
P7 Define resilience in relation to own practice. P8 Explain the link between resilience and self-care.	M4 Explore strategies that can be adopted to increase own resilience.	

Unit 404: Compassionate Care and Values-based Practice

Authorised Assignment Brief

Student Name/ ID Number	
Unit Number and Title	Unit 404: Compassionate Care and Values-based Practice
Academic Year	
Unit Tutor	
Assignment Title	Compassionate Care in Public Health
Issue Date	
Submission Date	
Submission Format	
<p>The assignment submission is in the form of:</p> <ul style="list-style-type: none"> • a formal 10-minute presentation (10–15 slides as a guide, supported by speaker notes) to describe the principles of equity, diversity and inclusion. You will support your presentation with speaker notes containing supporting information that is not appropriate for the slides • a skills development review to show how you have developed the skills needed and developed reflective self-awareness to deliver person-centred care. The recommended word limit is 1,000–1,500 words, although you will not be penalised for exceeding the total word limit. <p>You are required to make use of headings, paragraphs and sub-sections as appropriate, and all work must be supported with research and referenced using an appropriate referencing system. You will also need to provide a bibliography using an appropriate referencing system, such as Harvard. Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The evidence collected in this unit can contribute to the validated portfolio required for Unit 401, which focuses on Developing Professional Practice.</p>	

Unit Learning Outcomes	
LO1	Describe the principles of equity, diversity and inclusion necessary to facilitate effective relationships with others
LO2	Discuss the principles of values-based practice
LO3	Develop skills needed to deliver person-centred care
LO4	Demonstrate how reflective self-awareness leads to effective personalised care
Transferable skills and competences developed	
<p>Cognitive skills</p> <ul style="list-style-type: none"> Professional ethics: Recognise and apply ethical, legal and safeguarding principles in complex care situations. Knowledge application: Apply knowledge of key health and social care principles, legislation, and professional frameworks to inform evidence-based practice. Research and enquiry: Apply research methods and enquiry skills to improve health and social care outcomes. <p>Practical skills</p> <ul style="list-style-type: none"> Care planning: Plan and deliver person-centred care and support in collaboration with service users. Service evaluation: Critically assess service models and propose improvements based on reflective evaluation. Interprofessional working: Engage effectively with colleagues and stakeholders in multidisciplinary teams. <p>Employability skills</p> <ul style="list-style-type: none"> Communication: Communicate effectively with a range of audiences, adapting style and tone to suit context. Research skills: Use reliable sources and enquiry skills to evaluate interventions, services or policies. Presentation: Present ideas and findings using verbal, written and digital formats in professional settings. Resilience: Demonstrate adaptability and resilience when responding to service pressures and changing needs. Emotional intelligence: Show empathy and cultural sensitivity when supporting diverse individuals and families. Self-management: Reflect on practice, set development goals, and engage in self-directed learning. Contextual understanding: Demonstrate awareness of social, economic and organisational influences on care delivery. Professional awareness: Keep up to date with changes in policy, regulation and practice relevant to the care sector. 	

Vocational scenario

Ash Grove Nursing Care Home (AGNC)* is a small, charitable nursing care home for older individuals in a small suburb in north-west England. AGNC has an excellent track record in demonstrating high standards of care and is currently part of the Gold Standard Framework (GSF) Care Home Training Programme.

The GSF is a registered charity and is the UK's leading training provider for frontline care staff for people in the last years of life. The GSF Care Home Training Programme is the most widely used training programme for all care homes in the UK, supporting older individuals as they near the end of their lives.

AGNC applied for GSF Accreditation two and a half years ago, and received the GSF Quality Hallmark Award, meaning that they are nationally recognised as a standard of quality. The accreditation lasts for three years, after which AGNC needs to apply for re-accreditation. If AGNC is re-accredited, then AGNC will be awarded GSF Platinum status.

You are working as a Nursing Associate for the Midlands AGNC, and as part of your employment you are supported by an ongoing training programme and encouraged to obtain appropriate qualifications in order to maintain and enhance high standards of care. This involves attending GSF training. In addition, AGNC also employs Senior Health Care Practitioners (SHCPs) who work closely with the Registered and Associate Nurses in ensuring that overall standards of excellence and quality are maintained throughout the home.

The Managing Director (MD) and Senior Practice Matron (SPM) are very keen to obtain GSF Platinum status, and they want to make sure that all staff members can demonstrate a commitment to compassionate care and values-based practice to maximise their chances of successfully completing the GSF training programme. They would like to make sure that all staff members engage in a programme of reflective study, and the MD, SPM and SHCP have agreed that you would be the best person to take the lead in developing this programme.

To maximise the chances of successfully completing your programme, you have undergone a period of work placement, where you have spent some time in another institution to observe and review a range of other approaches to values-based practice and personalised care.

You are to begin the programme by investigating the principles of equity, diversity and inclusion necessary to facilitate effective relationships with others. This is to ensure that all staff are aware of the skills required to communicate with patients and colleagues from all walks of life.

Once you have completed your investigation, you are to examine the principles of values-based practice and then cross reference this with your own values and behaviours and the rights of the service users. By seeing how your own behaviours align with values-based practice you will be creating a framework that allows all colleagues within AGNC to reflect on their own practices. You will conclude by looking at how equity, diversity, inclusion and values-based practice were adopted by your placement.

Finally, the MD and SPM want to know what skills you feel need to be developed to deliver person-centred care, as well as seeing how reflective self-awareness leads to effective personalised care. All these skills will help current members of staff reflect on their own

values, performance and training requirements and should give them a key advantage when AGNC applies for GSF re-accreditation.

You should conclude by looking at how person-centred and personalised care were ensured in your placement organisation.

*AGNC is not a real organisation. You should select appropriate real or fictitious organisations and adapt the Assignment Brief if necessary to meet local assessment needs.

Assignment activity and guidance

Presentation on good practice

You are to create a formal presentation for the MD, SPM and SHCP of AGNC where you will describe the principles of equity, diversity and inclusion necessary to facilitate effective relationships with others. Your presentation will:

- identify the principles of equity, diversity and inclusion
- explain why equity, diversity and inclusion are necessary to facilitate effective relationships with others
- discuss the practical ways in which equity, diversity and inclusion can be adopted in own practice with those accessing services
- use a range of real-world examples throughout to illustrate your presentation.

Your presentation will go on to discuss the principles of values-based practice. Your presentation will:

- identify your own values in relation to practice
- explain the link between values and behaviour
- discuss why values-based practice is so important.

You will conclude your presentation with an evaluation on how equity, diversity and inclusion, and values-based practice are adopted by your placement or workplace organisation.

You will support your presentation with real-world case study examples where possible and with speaker notes containing supporting information that is not appropriate for the slides.

Skills development review

You will create a skills development review document for the MD, SPM and SHCP of AGNC in which you will show how you have developed the skills needed to deliver person-centred care. Your skills document will:

- differentiate between person-centred and personalised care
- discuss the person-centred care in relation to own practice
- demonstrate appreciation of theoretical models of patient-centred care.

Your skills development review will go on to demonstrate how reflective self-awareness leads to effective personalised care. Your review document will:

- explain how your own self-awareness has increased
- describe the relationship between reflective self-awareness and personalised care
- explore strategies to improve your own personalised care in relation to practice.

Finally, your skills development review will evaluate the ways in which person-centred and personalised care is ensured in your own placement or workplace organisation.

Recommended resources

Please note this is not a definitive list of resources but it will help you begin your research by acting as a starting point of reference.

Websites

www.cambridge.org/core/journals/royal-institute-of-philosophy-supplements/article/abs/valuesbased-practice-a-theorypractice-dynamic-for-navigating-values-and-difference-in-health-care/C18D70765CB6EE8D12146FB2A2028B66

Cambridge University Press
'Values-Based Practice: A Theory-Practice Dynamic for Navigating Values and Difference in Health Care'
(Research Article)

<https://cpdonline.co.uk/knowledge-base/safeguarding/what-are-the-6cs-in-care>

CPD Online College
'What are the 6Cs in Care?'
(Article)

www.england.nhs.uk/personalisedcare/

NHS England
'Personalised care'
(Resource)

www.hcpc-uk.org/students/guidance-on-conduct-and-ethics/promote-and-protect-the-interests-of-service-users/

Health & Care Professions Council
'Promote and protect the interests of service users'
(Article)

<https://peopleinsight.co.uk/diversity-equity-inclusion-difference/>

People Insight
'Equality, diversity and inclusion: What's the difference?'
(Blog)

<https://personcentredsoftware.com/person-centred-care>

Person Centred Software
'Person-centred care made simple'
(Article)

<https://pmc.ncbi.nlm.nih.gov/articles/PMC1876638/>

National Library of Medicine
'Values-based practice in primary care: easing the tensions between individual values, ethical principles and best evidence'
(Research Article)

www.psychologytoday.com/gb/blog/theory-of-knowledge/201609/self-reflective-awareness-a-crucial-life-skill

Psychology Today
'Self-Reflective Awareness: A Crucial Life Skill'
(Article)

www.skillsforhealth.org.uk/article/person-centred-care-meaning-implications/

Skills for Health
'Person-Centred Care: What it means and why it matters'
(Article)

<https://valuesbasedpractice.org/>

The Collaborating Centre for Values-based practice in Health and Social Care
(Resource)

Journals

Buh, A. et al. (2024) 'Effect and outcome of equity, diversity and inclusion programs in healthcare institutions: a systematic review protocol', *BMJ Open*, 14(4).

<https://doi.org/10.1136/bmjopen-2024-085007>

Ekman, I., Ebrahimi, Z. and Olaya Contreras, P. (2021) 'Person-centred care: looking back, looking forward', *European Journal of Cardiovascular Nursing*, 20(2), pp.93–95.

<https://doi.org/10.1093/eurjcn/zvaa025>

Hans, J. (2024) 'Improving self-awareness and critical thinking through reflective practice', *British Journal of Community Nursing*, 29(Sup9), pp.S43–S46.

<https://doi.org/10.12968/bjcn.2024.0096>

Kong, E.H., Kim, H. and Kim, H. (2022) 'Nursing home staff's perceptions of barriers and needs in implementing person-centred care for people living with dementia: A qualitative study', *Journal of Clinical Nursing*, 31(13-14), pp.1896–1906.

<https://doi.org/10.1111/jocn.15729>

London, M., Sessa, V.I. and Shelley, L.A. (2023) 'Developing Self-Awareness: Learning Processes for Self- and Interpersonal Growth', *Annual Review of Organizational Psychology and Organizational Behavior*, 10(1), pp.261–288. <https://doi.org/10.1146/annurev-orgpsych-120920-044531>

Mohanna, K. (2017) 'Values based practice: a framework for thinking with', *Education for Primary Care*, 28(4), pp.192–196. <https://doi.org/10.1080/14739879.2017.1313689>

Textbooks

Feltman, C. (2024) *The thin book of trust: An essential primer for building trust at work*, California: Berrett-Koehler Publishers.

Galvin, K. (ed) (2018) *Routledge Handbook of Well-Being*, Routledge.

Kirton, G., and Greene, A. (2021) *The dynamics of managing diversity and inclusion: A critical approach*, Abingdon: Routledge.

McCormack, B. et al. (2021) *Fundamentals of person-centred healthcare practice*, New Jersey: John Wiley & Sons.

van der Cingel, M. (2022) *Compassion, the core value in person-centred care*, Newcastle: Cambridge Scholars Publishing.

Zachary, L.J. and Fain, L.Z. (2022) *The mentor's guide: Facilitating effective learning relationships*, New Jersey: John Wiley & Sons.

HN Global

Reading Lists. Available at:

<https://hnglobal.highernationals.com/learning-zone/reading-lists>

Student Resource Library. Available at:

<https://hnglobal.highernationals.com/subjects/resource-libraries>

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
L01 Describe the principles of equity, diversity and inclusion necessary to facilitate effective relationships with others			L01 and L02 D1 Evaluate how equity, diversity and inclusion and values-based practice are adopted by your placement or workplace organisation.
P1 Identify the principles of equity, diversity and inclusion.		M1 Discuss the practical ways in which equity, diversity and inclusion can be adopted in own practice with those accessing services.	
P2 Explain why equity, diversity and inclusion are necessary to facilitate effective relationships with others.			
L02 Discuss the principles of values-based practice			
P3 Identify your own values in relation to practice.		M2 Discuss why values-based practice is so important.	L03 and L04 D2 Evaluate the ways in which person-centred and personalised care is ensured in own placement or workplace organisation.
P4 Explain the link between values and behaviour.			
L03 Develop skills needed to deliver person-centred care			
P5 Differentiate between person-centred and personalised care.		M3 Demonstrate appreciation of theoretical models of patient-centred care.	
P6 Discuss the person-centred care in relation to own practice.			
L04 Demonstrate how reflective self-awareness leads to effective personalised care			
P7 Explain how own self-awareness has increased.		M4 Explore strategies to improve own personalised care in relation to practice.	
P8 Describe the relationship between reflective self-awareness and personalised care.			

Unit 407: Planning and Supporting Community Led Activities

Authorised Assignment Brief

Student Name/ID Number	
Unit Number and Title	Unit 407: Planning and Supporting Community Led Activities
Academic Year	
Unit Tutor	
Assignment Title	Supporting Community Led Activities
Issue Date	
Submission Date	
Submission Format	
<p>The assignment submission is in the form of:</p> <ul style="list-style-type: none">• a formal 10-minute presentation (10–15 slides as a guide, supported by speaker notes) to discuss the concepts of community cohesion and describe how different community led activities can be supported. You will support your presentation with speaker notes containing supporting information that is not appropriate for the slides• a strategy document to plan, fund and reflect on the support of a community led activity. The recommended word limit is 1,000–1,500 words, although you will not be penalised for exceeding the total word limit <p>You are required to make use of headings, paragraphs and sub-sections as appropriate, and all work must be supported with research and referenced using an appropriate referencing system. You will also need to provide a bibliography using an appropriate referencing system, such as Harvard. Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The evidence collected in this unit can contribute to the validated portfolio required for Unit 401, which focuses on Developing Professional Practice.</p>	

Unit Learning Outcomes	
LO1	Discuss the concept of community cohesion
LO2	Describe how different community led activities can be supported
LO3	Explore stages in developing a strategy to raise funds for a community led activity
LO4	Reflect on own performance in supporting a community led activity towards developing community cohesion
Transferable skills and competences developed	
<p>Cognitive skills</p> <ul style="list-style-type: none"> • Resource management: Demonstrate ability to coordinate human, financial and informational resources to meet individual and service-level care needs. • Professional ethics: Recognise and apply ethical, legal and safeguarding principles in complex care situations. <p>Practical skills</p> <ul style="list-style-type: none"> • Service evaluation: Critically assess service models and propose improvements based on reflective evaluation. • Interprofessional working: Engage effectively with colleagues and stakeholders in multidisciplinary teams. • Risk management: Identify and respond to risks and safety concerns in a health or care environment. <p>Employability skills</p> <ul style="list-style-type: none"> • Communication: Communicate effectively with a range of audiences, adapting style and tone to suit context. • Research skills: Use reliable sources and enquiry skills to evaluate interventions, services or policies. • Presentation: Present ideas and findings using verbal, written and digital formats in professional settings. • Resilience: Demonstrate adaptability and resilience when responding to service pressures and changing needs. • Emotional intelligence: Show empathy and cultural sensitivity when supporting diverse individuals and families. • Problem-solving: Apply structured approaches to address service challenges and improve care delivery. • Teamwork: Collaborate effectively within and across teams, recognising and respecting different roles. • Project management: Manage or contribute to care-related projects using time and resource planning skills. • Stakeholder engagement: Build positive relationships with clients, carers and service partners. • Self-management: Reflect on practice, set development goals and engage in self-directed learning. 	

Vocational scenario

You are working as a Junior Community Liaison Officer (CLO) for the Midlands County Council (MCC)*. Your role is to provide a range of support services to local individuals, organisations and charities who wish to carry out activities within the local community. As part of your role you can assess the feasibility of the proposed activity, and if the activity is deemed possible you can then assist in the planning and support of the activity.

As part of the financial planning, you would be able to suggest a range of funding and grant options, such as assisting with council funding, applying for National Lottery funding or assisting in seeking local sponsorship. You would be able to assist in the planning of the activities by helping to secure and provide resources and facilities, such as community centres or parks and recreation facilities. Finally, as part of your role in supporting the community led activity, you would help with the engagement with the local community regarding the proposed activity, such as providing community consultations as well as providing 'on-the-day' support for the activity itself.

You have been approached by the Breast Cancer Research Foundation (BCRF)**, a local charity that helps promote an awareness of the risks of breast cancer in the under 55s and how regular self-checking can help with early diagnosis and treatment.

The BCRF has approached your Line Manager with the idea of hosting a 5K Park Run*** event in the local community recreational areas. The initial concept would be that the event would be organised and run by a small team from the BCRF, and that each participant would try to get as much individual sponsorship as possible. The BCRF has recognised that they would need additional support in planning and funding the event as any money raised from sponsorship would mainly be collected at the end. The BCRF recognises that funding will be needed to create and advertise the event, as well as to potentially engage with local businesses for sponsorship. The Chief Executive Officer (CEO) of the BCRF has approached your Line Manager, who has agreed that you would be the ideal person to help support this community led activity.

You are to begin the planning process by investigating the concepts of community cohesion. This is to ensure that you are fully aware of the ultimate goals of the community led activity and can explain your awareness to all relevant stakeholders.

Once you have completed your investigation, you are to examine how a range of different community led activities can be supported. This will show that you have a holistic view of the different support mechanisms in place so that you will be able to recommend the most suitable support for the identified community led activity.

You are then to come up with the strategy that you will use to develop and fund the community led activity. You will then support the delivery of the community led activity and, once the activity has been completed, then you will finally think about your own performance in supporting the delivery of the activity and how the activity has developed community cohesion.

* MNT is not a real organisation. You should select appropriate real or fictitious organisations and adapt the Assignment Brief if necessary to meet local assessment needs.

** The BCRF is only a suggested charity, you may wish to select a charity that is more appropriate for your local needs.

*** The 5K Park Run Event is used as an example for this Assignment Brief. You should adapt the Assignment Brief to select community-led activities suitable for your local area.

Assignment activity and guidance

Presentation on community led activities

You are to create a formal presentation for all relevant stakeholders in which you will discuss the concepts of community cohesion. Your presentation will:

- explain how ideas of social capital inform community cohesion
- identify factors affecting social cohesion that lead to community participation
- analyse how ideas of social capital can contribute to community cohesion and participation.

Your presentation will then go on to describe how different community led activities can be supported. Your presentation will:

- explain types of activities that help to develop community cohesion
- examine potential obstacles to successful community led activities
- analyse how potential obstacles can be overcome in supporting community activities, cohesion and participation.

Finally, your presentation will evaluate how the promotion of social capital develops and sustains community led activities that promote community cohesion and participation.

You will support your presentation with real-world case study examples where possible and with speaker notes containing supporting information that is not appropriate for the slides.

Community led activity strategy document

You will create a strategy document for all relevant stakeholders where you will explore the stages in developing a strategy to raise funds for a community led activity. Your strategy document will discuss how to plan and fund a community led activity. Your strategy document will then go on to analyse the plan you have used to develop and fund a community led activity.

After you have presented a community led activity to promote social cohesion, you will include in your strategy document a reflection on your own performance in supporting the community led activity towards developing community cohesion. Your reflection will:

- review your own contribution to community cohesion activities
- analyse your own role in developing community led activities to encourage community cohesion
- evaluate your own community led activity plan and its potential impact in championing community cohesion and development.

Recommended resources

Please note this is not a definitive list of resources but it will help you begin your research by acting as a starting point of reference.

Websites

www.gov.uk/government/publications/rapid-evidence-review-of-community-initiatives/rapid-evidence-review-of-community-initiatives

GOV.UK

'Rapid evidence review of community initiatives' (Article)

www.involve.org.uk/resources/knowledge-base/resources/community-cohesion-and-participation-practical-framework	Involve 'Community cohesion and participation – a practical framework' (Article)
www.iriss.org.uk/resources/reports/community-social-support	Iriss 'Person-centred community-led social support and care: equalities and human rights outcomes' (Article)
https://libguides.cam.ac.uk/reflectivepracticetoolkit/models	University of Cambridge 'Reflective Practice Toolkit' (Resource)
www.local.gov.uk/our-support/equalities-hub/community-cohesion-inclusion-and-equality	Local Government Association 'Community cohesion, inclusion and equality' (Resource)
www.peoplefirstinfo.org.uk/getting-out-and-about/things-to-do/community-providers-and-their-activities/	PeopleFirst 'Community Providers and their activities' (Resource)
https://reflection.ed.ac.uk/reflectors-toolkit	University of Edinburgh 'Reflectors' Toolkit' (Resource)
www.socialcapitalresearch.com/literature/definition/	Institute for Social Capital 'Definitions of Social Capital' (Resource)
www.socialcapitalresearch.com/what-is-the-difference-between-social-capital-and-social-cohesion/	Institute for Social Capital 'What Is The Difference Between Social Capital And Social Cohesion?' (Resource)
https://whatworkswellbeing.org/resources/briefing-what-works-social-capital-evidence-review-belonging-cohesion-and-social-support/	What Works Wellbeing 'Social capital evidence review: Belonging, cohesion and social support' (Article)

Journals

- Arif, M. et al. (2023) 'Importance of Social Capital for Community Development', *Eye-The International Social Science Review*, 1(1), pp.16–22.
https://www.researchgate.net/publication/373272856_importance_of_social_capital_for_community_development
- Halstead, J.M., Deller, S.C. and Leyden, K.M. (2022) 'Social capital and community development: Where do we go from here?', *Community Development*, 53(1), pp.92–108.
<https://doi.org/10.1080/15575330.2021.1943696>
- Portes, A. (2009) 'SOCIAL CAPITAL: Its Origins and Applications in Modern Sociology', *New Critical Writings in Political Sociology*, pp.53–76. <https://doi.org/10.4324/9781003572923>
- Shiell, A., Hawe, P. and Kavanagh, S. (2020) 'Evidence suggests a need to rethink social capital and social capital interventions', *Social Science & Medicine*, 257, p.111930.
<https://doi.org/10.1016/j.socscimed.2018.09.006>

Textbooks

- Bassot, B. (2024) *The reflective journal*, London: Bloomsbury Publishing.
- Bell, C. and Newby, H. (2021) *Community studies: An introduction to the sociology of the local community*, Routledge.
- Rolfe, G. and Freshwater, D. (2020) *Critical reflection in practice: Generating knowledge for care*, London: Bloomsbury Abingdon: Publishing.
- Silverman, R.M. and Patterson, K. (2021) *Qualitative research methods for community development*, Abingdon: Routledge.
- van Bakel, M. and Horak, S. (2024) 'Social capital theory', pp.261–267, in Hutchings, K., Michailova, S. and Wilkinson, A. (eds.) *A Guide to Key Theories for Human Resource Management Research*, Cheltenham: Edward Elgar Publishing.

HN Global

Reading Lists. Available at:

<https://hnglobal.highernationals.com/learning-zone/reading-lists>

Student Resource Library. Available at:

<https://hnglobal.highernationals.com/subjects/resource-libraries>

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Discuss the concept of community cohesion		LO1 and LO2 D1 Evaluate how the promotion of social capital develops and sustains community led activities that promote community cohesion and participation.
P1 Explain how ideas of social capital inform community cohesion. P2 Identify factors affecting social cohesion that lead to community participation.	M1 Analyse how ideas of social capital can contribute to community cohesion and participation.	
LO2 Describe how different community led activities can be supported		
P3 Explain types of community led activities that help to develop community cohesion. P4 Examine potential obstacles to successful community led activities.	M2 Analyse how potential obstacles can be overcome in supporting community activities, cohesion and participation.	
LO3 Explore stages in developing a strategy to raise funds for a community led activity		LO3 and LO4 D2 Evaluate own community led activity plan and its potential impact in championing community cohesion and development.
P5 Discuss how to plan and fund a community led activity.	M3 Analyse a plan used to develop and fund a community led activity.	
LO4 Reflect on own performance in supporting a community led activity towards developing community cohesion		
P6 Present a community led activity to promote social cohesion. P7 Review your own contribution to community cohesion activities.	M4 Analyse own role in developing community led activities to encourage community cohesion.	

Unit 409: Essentials of Anatomy and Physiology

Authorised Assignment Brief

Student Name/ ID Number	
Unit Number and Title	Unit 409: Essentials of Anatomy and Physiology
Academic Year	
Unit Tutor	
Assignment Title	Managing Risks to Health
Issue Date	
Submission Date	
Submission Format	
<p>The assignment submission is in the form of:</p> <ul style="list-style-type: none">• a formal 15-minute presentation (15–20 slides as a guide, supported by speaker notes) to describe the structure and function of organs and systems within a healthy human body and examine the relationships between body systems. You will support your presentation with speaker notes containing supporting information that is not appropriate for the slides• a person-centred care plan to show how physiological measurements are affected by ill health and to contribute to appropriate care-based interventions. The recommended word limit is 1,000–1,500 words, although you will not be penalised for exceeding the total word limit. <p>You are required to make use of headings, paragraphs and sub-sections as appropriate, and all work must be supported with research and referenced using an appropriate referencing system such as Harvard. You will also need to provide a bibliography using an appropriate referencing system such as Harvard. Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The evidence collected in this unit can contribute to the validated portfolio required for Unit 401, which focuses on Developing Professional Practice.</p>	

Unit Learning Outcomes	
LO1	Describe the structure and function of organs and systems within a healthy human body
LO2	Examine the physiological interrelationship between body systems in maintaining good health
LO3	Explain how physiological mechanisms and measurements are affected by ill health
LO4	Contribute to appropriate care-based interventions that reduce risks to health and meet an individual's physiological needs
Transferable skills and competences developed	
<p>Cognitive skills</p> <ul style="list-style-type: none"> • Knowledge application: Apply knowledge of key health and social care principles, legislation and professional frameworks to inform evidence-based practice. • Data interpretation: Interpret and evaluate data from care records, audits and assessments to support decision-making. • Research and inquiry: Apply research methods and enquiry skills to improve health and social care outcomes. <p>Practical skills</p> <ul style="list-style-type: none"> • Care planning: Plan and deliver person-centred care and support in collaboration with service users. • Service evaluation: Critically assess service models and propose improvements based on reflective evaluation. • Interprofessional working: Engage effectively with colleagues and stakeholders in multidisciplinary teams. • Risk management: Identify and respond to risks and safety concerns in a health or care environment. <p>Employability skills</p> <ul style="list-style-type: none"> • Communication: Communicate effectively with a range of audiences, adapting style and tone to suit context. • Academic skills: Apply literacy, numeracy and critical thinking to academic and professional tasks. • Problem-solving: Apply structured approaches to address service challenges and improve care delivery. • Presentation: Present ideas and findings using verbal, written and digital formats in professional settings. • Resilience: Demonstrate adaptability and resilience when responding to service pressures and changing needs. • Emotional intelligence: Show empathy and cultural sensitivity when supporting diverse individuals and families. • Self-management: Reflect on practice, set development goals and engage in self-directed learning. 	

Vocational scenario

You are working as a Nursing Associate (NA) in the Respiratory Ward of Chilton General Hospital (CGH)* which is part of the North-east Hospital Trust (NHT). As an NA, your role is to provide basic patient care and support under the supervision of registered nurses. Your role currently involves some of the following:

- assisting individuals with toileting, bathing, dressing and feeding
- helping individuals with moving around, including using mobility aids
- taking and recording vital signs like temperature, pulse and respiration rate
- ensuring individuals are comfortable and well-supported, including assisting with positioning and pressure area care
- maintaining accurate and up-to-date patient records
- assisting with transporting individuals within the healthcare setting
- ensuring the patient's surroundings are tidy and hygienic
- effectively communicating with individuals, their families and other healthcare professionals
- working under the direction of registered nurses and adhering to established protocols
- being attentive to individuals' needs and reporting any changes or concerns to the registered nurse.

You have been carrying out this role for a while, and your Line Manager (LM) and Chief Nursing Officer (CNO) now feel that you should be promoted to a Band 2 Junior Nurse (JN). As a Band 2 JN, in addition to your existing duties, you will be responsible for a range of limited clinical tasks under supervision. While your LM feels that you are ready for the promotion, the CNO would like to make sure that you have the basic anatomical and physiological knowledge as well as the ability to contribute to appropriate patient-centric care-based interventions. Your LM has agreed to a programme whereby you will demonstrate your suitability to be promoted to a Band 2 JN.

You are to begin the planning process by demonstrating a detailed knowledge of the structure and function of the key organs in the human body, showing the differences between healthy and unhealthy individuals. You will then demonstrate that you understand how these various systems work together in a healthy human body. This is to ensure that you have the key understanding of core anatomical and physiological knowledge to be able to carry out your care-based interventions.

You will then go on to look at a range of measurements from respiratory patients in CGH, both normal and abnormal, and be expected to interpret the data and recommend a series of actions if you find that the measurements are outside of normal limits. You are not expected to implement these, but the CNO would like to see your suggestions.

Finally, under supervision, you will be expected to contribute to the care-based interventions for a patient within your workplace based on a risk assessment that you will carry out. Your interventions should improve the individual's health. You are to reflect and assess the effectiveness of the interventions that you have contributed to.

* The Nursing Associate at CGH Respiratory Ward is a fictitious workplace setting created solely for this assignment. Please tailor the Assignment Brief to reflect actual workplace settings relevant to your candidates' real-world work placements.

The evidence collected in this unit can contribute to the validated portfolio required for Unit 401, which focuses on Developing Professional Practice.

Assignment activity and guidance

Presentation on human anatomy and physiology

You are to create a formal presentation for all relevant stakeholders in which you will describe the structure and function of organs and systems within a healthy human body.

Your presentation will:

- outline the function of a human body cell
- outline the role of a body cell during:
 - osmosis
 - diffusion
- describe the structure and function of different organs and body systems in the healthy human body
- compare the anatomical and physiological differences between a healthy human body and that of individuals who have ill health.

Your presentation will then go on to examine the physiological interrelationship between body systems in maintaining good health. Your presentation will:

- explain how body systems cooperate to maintain the life and health of an individual
- examine how the cardiovascular, respiratory and digestive systems work together to provide energy for a healthy human body.

Finally, your presentation will critically analyse the interrelationship between different body systems in homeostasis for individuals with health and ill health.

You will support your presentation with real-world case study examples where possible and with speaker notes containing supporting information that is not appropriate for the slides.

Person-centred care plan

You will create a person-centred health care plan for all relevant stakeholders where you will explain how physiological mechanisms and measurements are affected by ill health. Your health care plan will interpret normal and abnormal physiological measurements for an individual with ill health within your own workplace setting. Your health care plan will then justify any actions taken when the physiological measurements are outside normal limits.

You will then go on to contribute to the appropriate care-based interventions that will reduce the risks to health and meet an individual's physiological needs. As part of your health care plan, you will:

- undertake a risk assessment that minimises harm to an individual's health
- implement an appropriate intervention that improves an individual's health and associated outcomes
- assess the effectiveness of person-centred care interventions in supporting health and wellbeing.

After you have contributed to a care-based intervention, you are to critically reflect on the interventions personally undertaken, identifying areas:

- of good practice
- for improvement.

Recommended resources

Please note this is not a definitive list of resources but it will help you begin your research by acting as a starting point of reference.

Websites

www.britannica.com/science/homeostasis	Britannica 'homeostasis' (Resource)
www.bscn.org.uk/data/files/Links/What-is-Physiological-Measurement.pdf	Department of Health 'What is Physiological Measurement?' (Download)
www.kenhub.com/en/library/anatomy/human-body-systems	KenHub 'Human body systems' (Resource)
www.kenhub.com/en/library/physiology/human-physiology	KenHub 'Human Physiology' (Resource)
www.ncbi.nlm.nih.gov/books/NBK556106/	National Library of Medicine 'Physiology, Aging' (Article)
www.nhs.uk/conditions/chronic-obstructive-pulmonary-disease-copd/	NHS UK 'Chronic obstructive pulmonary disease (COPD)' (Article)
www.nhs.uk/conditions/dementia/about-dementia/what-is-dementia/	NHS UK 'What is dementia' (Article)
www.nhs.uk/conditions/heart-failure/	NHS UK 'Heart failure' (Article)
www.nhs.uk/conditions/inflammatory-bowel-disease/	NHS UK 'Inflammatory bowel disease' (Article)
www.nhs.uk/conditions/kidney-disease/	NHS UK 'Chronic kidney disease' (Article)
www.niddk.nih.gov/health-information/digestive-diseases/digestive-system-how-it-works	National Institutes for Health 'Your Digestive System & How it Works' (Resource)

https://pmc.ncbi.nlm.nih.gov/articles/PMC5081410/	National Library of Medicine 'Analysis of energy metabolism in humans: A review of methodologies' (Research Article)
https://teachmeanatomy.info/the-basics/	Teach Me Anatomy 'The Basics' (Resource)
Journals <p>Alchinova, I. and Karganov, M. (2021) 'Physiological Balance of the Body: Theory, Algorithms, and Results', <i>Mathematics</i>, 9(3), p.209. https://doi.org/10.3390/math9030209</p> <p>De Luca Jr, L.A. (2022) 'A critique on the theory of homeostasis', <i>Physiology & Behavior</i>, 247, p.113712. https://doi.org/10.1016/j.physbeh.2022.113712</p> <p>Elmas, E.T. and Kunduracioglu, I. (2025) 'Medical Overview of Body Main Parts, Organs and their Functions. Journal of Medical and Clinical Case Reports', 2(1). https://medvixpublications.org/get/1-JMCCR2025091599E%20Galley%20Proof-1744720148.pdf</p> <p>Hunter A. et al. (2003) 'An ontology of human developmental anatomy', <i>Journal of Anatomy</i>, 203(4), pp.347–55. https://doi.org/10.1046/j.1469-7580.2003.00224.x.</p> <p>Liu, H. et al. (2025) 'Energy metabolism in health and diseases', <i>Signal Transduction and Targeted Therapy</i>, 10(69). https://doi.org/10.1038/s41392-025-02141-x</p> <p>Tian, Y.E. et al. (2023) 'Heterogeneous aging across multiple organ systems and prediction of chronic disease and mortality', <i>Nature medicine</i>, 29(5), pp.1221–1231. https://doi.org/10.1038/s41591-023-02296-6</p>	
Textbooks <p>Derrickson, B.H. (2024) <i>Human physiology</i>, New Jersey: John Wiley & Sons.</p> <p>Hansen, J.T. (2021) <i>Netter's Clinical Anatomy-E-Book: Netter's Clinical Anatomy-E-Book</i>, Amsterdam: Elsevier Health Sciences.</p> <p>Mitra, M., Mitra, S. and Nandi, D.K. (2024) 'Human Physiology and Metabolism: An Overview', pp.43–58, in Chakraborty, S. et al. (eds.) <i>Body Recomposition</i>, Florida: CRC Press.</p> <p>Pal, G.K. (2021) <i>Textbook of Medical Physiology 4th Edition-E-Book</i>, Amsterdam: Elsevier Health Sciences.</p> <p>Patton, K.T. et al. (2022) <i>Anatomy & Physiology with Brief Atlas of the Human Body and Quick Guide to the Language of Science and Medicine-E-Book</i>, Amsterdam: Elsevier Health Sciences.</p> <p>Patton, K.T. et al. (2023) <i>The Human Body in Health & Disease-E-Book</i>, Amsterdam: Elsevier Health Sciences.</p>	
HN Global <p>Reading Lists. Available at: https://hnglobal.highernationals.com/learning-zone/reading-lists</p> <p>Student Resource Library. Available at: https://hnglobal.highernationals.com/subjects/resource-libraries</p>	

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
L01 Describe the structure and function of organs and systems within a healthy human body		L01 and L02 D1 Critically analyse the interrelationship between different body systems in homeostasis for individuals with health and ill health.
P1 Outline the function of a human body cell and its role during osmosis and diffusion. P2 Describe the structure and function of different organs and body systems in the healthy human body.	M1 Compare anatomical and physiological differences between a healthy human body and that of individuals who have ill health.	
L02 Examine the physiological interrelationship between body systems in maintaining good health		
P3 Explain how body systems cooperate to maintain the life and health of an individual.	M2 Examine how the cardiovascular, respiratory and digestive systems work together to provide energy for a healthy human body.	
L03 Explain how physiological mechanisms and measurements are affected by ill health		L03 and L04 D2 Critically reflect on care-based interventions personally undertaken, identifying areas of good practice and areas for improvement.
P4 Interpret normal and abnormal physiological measurements for an individual with ill health within own workplace setting.	M3 Justify actions taken when physiological measurements are outside normal limits.	
L04 Contribute to appropriate care-based interventions that reduce risks to health and meet an individual's physiological needs		
P5 Undertake a risk assessment that minimises harm to an individual's health. P6 Implement an appropriate intervention that improves an individual's health and associated outcomes.	M4 Assess the effectiveness of person-centred care interventions in supporting health and wellbeing.	

Unit 412: Introduction to Cancer Diagnosis and Treatment Pathways

Authorised Assignment Brief

Student Name/ ID Number	
Unit Number and Title	Unit 412: Introduction to Cancer Diagnosis and Treatment Pathways
Academic Year	
Unit Tutor	
Assignment Title	Cancer Diagnosis and Treatment
Issue Date	
Submission Date	
Submission Format	
<p>The assignment submission is in the form of:</p> <ul style="list-style-type: none">• a formal 10-minute presentation (10–15 slides as a guide, supported by speaker notes) on the pathophysiology of cancer. You will support your presentation with speaker notes containing supporting information that is not appropriate for the slides• a formal report into the diagnosis and treatment pathways for people with specific cancers. The recommended word limit is 1,000–1,500 words, although you will not be penalised for exceeding the total word limit• a reference document to identify the role of a range of health professionals in the cancer pathway. The recommended word limit is 1,000–1,500 words, although you will not be penalised for exceeding the total word limit. <p>You are required to make use of headings, paragraphs and sub-sections as appropriate, and all work must be supported with research and referenced using an appropriate referencing system. You will also need to provide a bibliography using an appropriate referencing system, such as Harvard. Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The evidence collected in this unit can contribute to the validated portfolio required for Unit 401, which focuses on Developing Professional Practice.</p>	

Unit Learning Outcomes
<p>L01 Explain how cancer develops and spreads in the body</p> <p>L02 Examine oncology related to specific cancers</p> <p>L03 Describe the diagnosis and treatment pathway for people with specific cancers</p> <p>L04 Identify health professionals' roles in the cancer pathway</p>
Transferable skills and competences developed
<p>Cognitive skills</p> <ul style="list-style-type: none"> • Knowledge application: Apply knowledge of key health and social care principles, legislation, and professional frameworks to inform evidence-based practice. <p>Practical skills</p> <ul style="list-style-type: none"> • Service evaluation: Critically assess service models and propose improvements based on reflective evaluation. • Interprofessional working: Engage effectively with colleagues and stakeholders in multidisciplinary teams. <p>Employability skills</p> <ul style="list-style-type: none"> • Communication: Communicate effectively with a range of audiences, adapting style and tone to suit context. • Research skills: Use reliable sources and enquiry skills to evaluate interventions, services or policies. • Presentation: Present ideas and findings using verbal, written and digital formats in professional settings. • Resilience: Demonstrate adaptability and resilience when responding to service pressures and changing needs. • Emotional intelligence: Show empathy and cultural sensitivity when supporting diverse individuals and families. • Professional awareness: Keep up to date with changes in policy, regulation and practice relevant to the care sector. • Teamwork: Collaborate effectively within and across teams, recognising and respecting different roles. • Contextual understanding: Demonstrate awareness of social, economic and organisational influences on care delivery.
Vocational scenario
<p>Home Hospice Care Services Ltd (HHCS)* is a not-for-profit organisation that provides home care services and support for people who have been diagnosed with non-life-threatening cancer. HHCS provide a range of support services, including helping patients manage their symptoms, helping them to plan their care requirements and provide vital emotional support for both the patients and their families.</p> <p>In some cases, depending upon the support requirements, HHCS can provide a Rapid Care Service, bringing fast, responsive care to the patient so that they are not waiting for their next scheduled home visit and can avoid the stress of an urgent hospital visit.</p>

HHCS provides a range of services including pain and symptom management, making sure patients are comfortable and providing vital emotional and practical support. HHCS can also provide relief and reassurance for family, friends and carers who are also going to need support at a difficult time. In addition, if a patient's support requirements are so intensive that this would normally require hospital care, HHCS can provide at-home medical care as part of the Advanced Care Service. This level of care will be overseen by a senior palliative care doctor who will liaise with the Senior Practice Nurses, a range of healthcare professionals and the patient's own GP to devise and manage this treatment strategy.

You have been employed as a Nursing Associate by HHCS, who have seen the number of requests for Rapid and Advanced care services increasing, specifically for patients with breast and prostate cancer. The Chief Executive Officer (CEO) and Practice Lead (PL) have decided that they need to increase the number of Practice Nurses, and they have approached your Line Manager (LM) about you taking on this role. The CEO and PL want to make sure that you have the skills and knowledge before you begin the Practice Nurse training programme.

You are to begin by demonstrating an awareness of how cancer develops and spreads within the body. This is to ensure that you have a thorough grounding in the core biological theories and principles of cancer development.

Once you have completed your investigation, you are to look into the oncological factors of both breast and prostate cancer, to demonstrate a detailed knowledge of these two key diseases. You are then to show you are aware of the diagnosis and treatment pathways of these two cancers, so that you are able to recommend a range of strategies for patients requiring Rapid and Advanced care.

Finally, you are to show that you are fully aware of the range of other health professionals and their roles that you may encounter when treating patients with breast or prostate cancer, showing that you are aware of who to contact for what levels of support or assistance.

* HHCS is not a real organisation. You should select appropriate real or fictitious organisations and adapt the Assignment Brief if necessary to meet local assessment needs.

Assignment activity and guidance

Presentation on cancer biology

You are to create a formal presentation for HHCS where you will explain how cancer develops and spreads in the body. Your presentation will:

- describe how cancer cells develop
- explain how cancer can spread through the body
- explain in detail how cancer development and spread varies for different cancer types.

Your presentation will go on to examine oncology related to specific cancers, namely breast and prostate cancer. Your presentation will:

- discuss oncological factors related to breast cancer
- discuss oncological factors related to prostate cancer
- explain how cancer incidence varies depending on exposure to risk factors.

You will conclude your presentation with an evaluation of the effectiveness of screening programmes or tests in early detection of cancers of the breast and prostate.

You will support your presentation with real-world case study examples where possible and with speaker notes containing supporting information that is not appropriate for the slides.

Report into treatment pathways

You will create a report for HHCS, in which you will describe the diagnosis and treatment pathways for people with breast and prostate cancer. Your report will:

- describe:
 - the signs
 - the symptoms
- justify:
 - diagnostic tests
 - treatment modalities
- compare:
 - diagnosis
 - treatment.

Role of health professionals

You are to create a reference document for HHCS where you will identify the role of a range of health professionals in the cancer pathway. Your reference document will:

- identify the health professionals
- describe, in detail, the role of health professionals in the diagnosis, treatment or ongoing care of individuals with breast and prostate cancer.

Finally, your reference document will show that you can demonstrate detailed knowledge of breast and prostate cancer presentation, diagnosis and treatment pathway, including the relevant multidisciplinary team and their role at each stage.

Recommended resources

Please note this is not a definitive list of resources but it will help you begin your research by acting as a starting point of reference.

Websites

<https://aspiringallies.co.uk/blog/allied-health-professionals-involvement-with-cancer-care/>

Aspiring Allies
'Allied health professionals' involvement with cancer care'
(Blog)

<https://breastcancernow.org/>

Breast Cancer Now
(Resource)

www.cancer.gov/types/metastatic-cancer

National Cancer Institute
'Metastatic Cancer: When Cancer Spreads'
(Article)

www.cancerresearchuk.org/about-cancer/what-is-cancer/how-cancer-starts

Cancer Research UK
'How does cancer start?'
(Article)

www.ncbi.nlm.nih.gov/books/NBK583819/	National Library of Medicine 'The Epidemiology of Breast Cancer' (Book Chapter)
www.nhs.uk/conditions/breast-cancer-in-women/tests-and-next-steps-for-breast-cancer-in-women/	NHS UK 'Tests and next steps for breast cancer in women' (Article)
www.nhs.uk/conditions/breast-cancer-in-women/treatment-for-breast-cancer-in-women/	NHS UK 'Treatment for breast cancer in women' (Article)
www.nhs.uk/conditions/prostate-cancer/diagnosis/	NHS UK 'Tests and next steps for prostate cancer' (Article)
www.nhs.uk/conditions/prostate-cancer/treatment/	NHS UK 'Treatment for prostate cancer' (Article)
https://pmc.ncbi.nlm.nih.gov/articles/PMC10774137/	National Library of Medicine 'Breast cancer: Epidemiology, risk factors and screening' (Research Article)
https://pmc.ncbi.nlm.nih.gov/articles/PMC6497009/	National Library of Medicine 'Epidemiology of Prostate Cancer' (Research Article)
https://prostatecanceruk.org/	Prostate Cancer UK (Resource)
https://uroweb.org/guidelines/prostate-cancer/chapter/epidemiology-and-aetiology	European Association of Urology 'EPIDEMIOLOGY AND AETIOLOGY' (Article)

Journals

Obeagu, E.I. and Obeagu, G.U. (2024) 'Breast cancer: A review of risk factors and diagnosis', *Medicine*, 103(3), p.e36905. <https://doi.org/10.1097/MD.00000000000036905>

Raychaudhuri, R., Lin, D.W. and Montgomery, R.B. (2025) 'Prostate Cancer: A Review', *JAMA*, 333(16), pp.1433–1446. <https://doi.org/10.1001/jama.2025.0228>

Sekhoacha, M. et al. (2022) 'Prostate Cancer Review: Genetics, Diagnosis, Treatment Options, and Alternative Approaches', *Molecules*, 27(17), p.5730. <https://doi.org/10.3390/molecules27175730>

Simon, N.I. et al. (2022) 'Best Approaches and Updates for Prostate Cancer Biochemical Recurrence', *American Society of Clinical Oncology Educational Book*, 42, pp.1–8. https://doi.org/10.1200/EDBK_351033

Trayes, K.P. and Cokenakes, S.E. (2021) 'Breast Cancer Treatment', *American Family Physician*, 104(2), pp.171–178. <https://pubmed.ncbi.nlm.nih.gov/34383430/>

Wasim, S., Lee, S.Y. and Kim, J. (2022) 'Complexities of Prostate Cancer', *International Journal of Molecular Sciences*, 23(22), p.14257. <https://doi.org/10.3390/ijms232214257>

Textbooks

Bland, K.I. et al. (2023) *The breast-E-Book: Comprehensive management of benign and malignant diseases*, Amsterdam: Elsevier Health Sciences.

Dark, G.G. and Hennah, L. (2025) *Oncology at a Glance*, New Jersey: John Wiley & Sons.

Koltai, T. et al. (2025) *Prostate cancer metabolism: From biochemistry to therapeutics*, Massachusetts: Academic Press.

Russo, J. (2021) *The future of prevention and treatment of breast cancer*, Springer Nature.

Zhou, M., Netto, G. and Epstein, J.I. (2022) *Uro pathology E-Book*, Amsterdam: Elsevier Health Sciences.

HN Global

Reading Lists. Available at:

<https://hnglobal.highernationals.com/learning-zone/reading-lists>

Student Resource Library. Available at:

<https://hnglobal.highernationals.com/subjects/resource-libraries>

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain how cancer develops and spreads in the body		LO1 and LO2 D1 Evaluate the effectiveness of screening programmes or tests in early detection of cancers of the breast and prostate.
P1 Describe how cancer cells develop. P2 Explain how cancer can spread through the body.	M1 Explain in detail how cancer development and spread varies for different cancer types.	
LO2 Examine oncology related to specific cancers		
P3 Discuss oncological factors related to breast cancer. P4 Discuss oncological factors related to prostate cancer.	M2 Explain how cancer incidence varies depending on exposure to risk factors.	
LO3 Describe the diagnosis and treatment pathway for people with specific cancers		LO3 and LO4 D2 Demonstrate detailed knowledge of breast and prostate cancer presentation, diagnosis and treatment pathway, including the relevant multidisciplinary team and their role at each stage.
P5 Describe signs and symptoms experienced by people with breast and prostate cancer. P6 Justify diagnostic tests and treatment modalities for people with breast and prostate cancer.	M3 Compare presentation, diagnosis and treatment for people with breast and prostate cancer.	
LO4 Identify health professionals' roles in the cancer pathway		
P7 Identify health professionals involved in diagnosis, treatment or ongoing care of individuals with breast and prostate cancer. P8 Describe the role of health professionals involved in the diagnosis, treatment or ongoing care of individuals with breast and prostate cancer.	M4 Describe in detail the role of healthcare professionals involved in the diagnosis, treatment and ongoing care of individuals with breast and prostate cancer.	

Unit 415: Sociological Perspectives in Caring Practice

Authorised Assignment Brief

Student Name/ ID Number	
Unit Number and Title	Unit 415: Sociological Perspectives in Caring Practice
Academic Year	
Unit Tutor	
Assignment Title	Care Practice and Sociology
Issue Date	
Submission Date	
Submission Format	
<p>The assignment submission is in the form of:</p> <ul style="list-style-type: none"> • a formal 10-minute presentation (10–15 slides as a guide, supported by speaker notes) to describe the social factors that can influence people’s vulnerability to inequalities. You will support your presentation with speaker notes containing supporting information that is not appropriate for the slides • a review document to review how sociological approaches are applied. The recommended word limit is 1,000–1,500 words, although you will not be penalised for exceeding the total word limit • An investigation document to compare sociological approaches to caring practice in different nations. The recommended word limit is 1,000–1,500 words, although you will not be penalised for exceeding the total word limit. <p>You are required to make use of headings, paragraphs and sub-sections as appropriate, and all work must be supported with research and referenced using an appropriate referencing system. You will also need to provide a bibliography using an appropriate referencing system, such as Harvard. Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The evidence collected in this unit can contribute to the validated portfolio required for Unit 401, which focuses on Developing Professional Practice.</p>	

Unit Learning Outcomes	
LO1	Describe social factors that can influence people's vulnerability to inequalities
LO2	Explore sociological approaches used in the supporting professions
LO3	Review how sociological approaches are applied to address issues of poverty, social deprivation and inequality in own country
LO4	Compare sociological approaches to caring practice in different nations
Transferable skills and competences developed	
<p>Cognitive skills</p> <ul style="list-style-type: none"> • Knowledge application: Apply knowledge of key health and social care principles, legislation and professional frameworks to inform evidence-based practice. • Professional ethics: Recognise and apply ethical, legal and safeguarding principles in complex care situations. • Research and inquiry: Apply research methods and enquiry skills to improve health and social care outcomes. <p>Practical skills</p> <ul style="list-style-type: none"> • Service evaluation: Critically assess service models and propose improvements based on reflective evaluation. • Interprofessional working: Engage effectively with colleagues and stakeholders in multidisciplinary teams. • Service evaluation: Critically assess service models and propose improvements based on reflective evaluation. <p>Employability skills</p> <ul style="list-style-type: none"> • Communication: Communicate effectively with a range of audiences, adapting style and tone to suit context. • Research skills: Use reliable sources and enquiry skills to evaluate interventions, services or policies. • Presentation: Present ideas and findings using verbal, written and digital formats in professional settings. • Resilience: Demonstrate adaptability and resilience when responding to service pressures and changing needs. • Emotional intelligence: Show empathy and cultural sensitivity when supporting diverse individuals and families. 	
Vocational scenario	
<p>The Allied Health Professions (AHPs) are the third largest clinical workforce in the health and care industry. They are mostly made up of professionals educated to degree level and are professionally autonomous practitioners. There are currently 14 registerable titles for AHPs covering 15 specific roles: 13 of the 14 AHPs registerable titles are regulated by the Health and Care Professions Council (HCPC) with osteopaths regulated by the General Osteopathic Council (GOsC). Professions that are part of the 15 AHP roles include art therapists, dieticians, occupational therapists, paramedics, physiotherapists and podiatrists, as well as others.</p>	

AHPs provide system-wide care to assess, treat, diagnose and discharge patients across a range of social sectors, including social care, housing, education, as well as independent and voluntary sectors. By adopting a holistic approach to healthcare, AHPs can help manage patients' care throughout the course of their natural life. The focus of AHP is on prevention and the improvement of health and wellbeing to maximise the potential for individuals to live full and active lives within their family circles, social networks, education, training and the workplace.

The Midlands Healthcare Trust (MHT)*, a large multi-hospital trust in the midlands of the United Kingdom, has started to implement an integrated AHP policy with the aim of early intervention to try and minimise the number of hospital admissions. The board of MHT has started to notice that there seems to be a social discrepancy in the types of people who are accessing the AHP support, as well as in the demographic of where the AHP services are being used. The board of MHT has approached the Chief AHP Officer (CAHPO) to provide funding for a sociological investigation into the supporting sector to identify the social factors that are influencing access to AHP services and to be able to recommend sociological approaches to help improve AHP care practice.

You have been employed as a Junior Health and Social Care Adviser by MHT, initially to provide support and guidance to individuals and families in a range of settings, such as care homes, hospices or community-based organizations. The Managing Director (MD) of MHT has decided that they would like to carry out a thorough investigation into the sociological approaches to AHP care, and they have approached your Line Manager (LM) about you taking on this role.

You are to begin by demonstrating an awareness of the range of social factors that can influence people's vulnerability to inequalities. This is to ensure that you have a thorough understanding of the societal and political factors that shape the support for vulnerable groups.

Once you have completed your investigation, you are to look into the different sociological approaches used in the supporting professions. This is to show that you are fully aware of a range of current sociological theories and how these can inform improved approaches to the care profession.

Finally, you are to carry out a detailed review into how sociological approaches to poverty, social deprivation and inequality are applied in your own country, before going on to compare approaches to care with other countries, to help identify areas of best practice that can be applied to AHP care.

* MHT is not a real organisation. You should select appropriate real or fictitious organisations and adapt the Assignment Brief if necessary to meet local assessment needs.

Assignment activity and guidance

Presentation on sociological theory in the care professions

You are to create a formal presentation for the board of MHT where you will describe the social factors that can influence people's vulnerability to inequalities. Your presentation will:

- explain political contexts within which poverty and vulnerability have been defined
- describe different factors influencing individuals' vulnerability to social inequality
- analyse how political systems have responded to groups identified as vulnerable to experiencing inequality.

Your presentation will go on to explore a range of sociological approaches used in the supporting professions. Your presentation will:

- describe how symbolic interactionist theories inform sociological approaches to supporting (helping)
- compare how conflict and functionalist theories inform sociological approaches to caring practice
- analyse the influence of different theoretical sociological approaches to supporting (helping).

You will conclude your presentation with an evaluation of the context and underpinning theories that inform sociological approaches in the supporting (helping) professions.

You will support your presentation with real-world case study examples where possible and with speaker notes containing supporting information that is not appropriate for the slides.

Sociology review

You will create a review document for the board of MHT which you will review how sociological approaches are applied to address issues of poverty, social deprivation and inequality in own country. Your review document will produce a case study that evidences the application of sociological approaches to meeting individual needs. The review will go on to discuss how supporting strategies, underpinned by sociological approaches, address social deprivation and inequality experienced by individuals in own country.

Your report will then go on to evaluate how professional or institutional values can underpin cross boundary and partnership working.

Comparison of caring practice

You are to produce an investigation document for the board of MHT where you will compare sociological approaches to caring practice in different nations. Your investigation document will:

- compare caring practice of own and other countries in terms of the integration of sociological approaches to person-centred practice
- discuss how your own person-centred practice can reflect sociological approaches, drawing on national and international perspectives
- evaluate how effectively the practical application of sociological approaches addresses social deprivation and inequality nationally and globally.

You will support your investigation with a range of real-world case study examples where possible.

Recommended resources

Please note this is not a definitive list of resources but it will help you begin your research by acting as a starting point of reference.

Websites

www.atsdr.cdc.gov/place-health/php/svi/index.html

ASTDR
'Social Vulnerability Index'
(Article)

https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-023-16097-6	BMC Public Health 'Social vulnerability indices: a scoping review' (Research Article)
www.healthknowledge.org.uk/public-health-textbook/medical-sociology-policy-economics/4a-concepts-health-illness/section1	Faculty of Public Health 'The theoretical perspectives and methods of enquiry of the sciences concerned with human behaviour' (Article)
www.hectic-teacher.co.uk/sociology-support/theory-and-methods/tm5-interactionism	HecticTeacher 'Interactionism' (Article)
https://revisesociology.com/2017/04/04/sociological-perspectives-key-concepts/	ReviseSociology 'Sociological Perspectives: Key Concepts' (Article)
www.simplypsychology.org/social-action-theory.html	Simply Psychology 'Social Action Theory (Weber): Definition & Examples' (Article)
www.structural-learning.com/post/systems-theories	Structural Learning 'Systems Theories' (Article)
www.verywellmind.com/conflict-theory-7561321	VeryWellMind 'The Psychology of Conflict Theory: A Comprehensive Guide' (Article)

Journals

Campbell, B. (2021) 'Social Justice and Sociological Theory', *Society*, 58(5), pp.355–364.

<https://doi.org/10.1007/s12115-021-00625-4>

DiPrete, T.A. and Fox-Williams, B.N. (2021) 'The Relevance of Inequality Research in Sociology for Inequality Reduction', *Socius*, 7. <https://doi.org/10.1177/23780231211020199>

Mah, J.C. et al. (2023) 'Social vulnerability indices: a scoping review', *BMC Public Health*, 23(1), p.1253. <https://doi.org/10.1186/s12889-023-16097-6>

Ocloo, J. et al. (2021) 'Exploring the theory, barriers and enablers for patient and public involvement across health, social care and patient safety: a systematic review of reviews', *Health Research Policy and Systems*, 19(8), pp.1–21. <https://doi.org/10.1186/s12961-020-00644-3>

Textbooks

Barry, A.M. and Yuill, C. (2021) *Understanding the sociology of health: An introduction*, London: SAGE.

Bartley, M. and Kelly-Irving, M. (2024) *Health inequality: an introduction to concepts, theories and methods*, New Jersey: John Wiley & Sons.

Calhoun, C. et al. (eds) (2022) *Classical sociological theory*, New Jersey: John Wiley & Sons.

Calhoun, C. et al. (eds) (2022) *Contemporary sociological theory*, New Jersey: John Wiley & Sons.

Cockerham, W.C. and Scambler, G. (2021) 'Medical sociology and sociological theory', pp.22–44, in Cockerham, W. (ed.), *The Wiley Blackwell Companion to Medical Sociology*, New Jersey: John Wiley & Sons.

Dahrendorf, R. (2022) *Class and conflict in an industrial society*, Abingdon: Routledge.

Plummer, K. (2021) *Sociology: the basics*, Abingdon: Routledge.

Ritzer, G. and Stepnisky, J. (2021) *Modern sociological theory*, London: SAGE.

Weiss, G. and Copelton, D. (2023) *The sociology of health, healing, and illness*, Abingdon: Routledge.

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Reading Lists. Available at:

<https://hnglobal.highernationals.com/learning-zone/reading-lists>

Student Resource Library. Available at:

<https://hnglobal.highernationals.com/subjects/resource-libraries>

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe social factors that can influence people's vulnerability to inequalities		LO1 and LO2 D1 Evaluate the context and underpinning theory that inform sociological approaches in the supporting (helping) professions.
P1 Explain political contexts within which poverty and vulnerability have been defined. P2 Describe different factors influencing individuals' vulnerability to social inequality.	M1 Analyse how political systems have responded to groups identified as vulnerable to experiencing inequality.	
LO2 Explore sociological approaches used in the supporting professions		
P3 Describe how symbolic interactionist theories inform sociological approaches to supporting (helping). P4 Compare how conflict and functionalist theories inform sociological approaches to caring practice.	M2 Analyse the influence of different theoretical sociological approaches to supporting (helping).	
LO3 Review how sociological approaches are applied to address issues of poverty, social deprivation and inequality in own country		LO3 and LO4 D2 Evaluate how effectively the practical application of sociological approaches addresses social deprivation and inequality nationally and globally.
P5 Produce a case study that evidences the application of sociological approaches to meeting individual needs.	M3 Discuss how supporting strategies, underpinned by sociological approaches, address social deprivation and inequality experienced by individuals in own country.	
LO4 Compare sociological approaches to caring practice in different nations		
P6 Compare caring practice of own and other countries in terms of the integration of sociological approaches to person-centred practice.	M4 Discuss how own person-centred practice can reflect sociological approaches, drawing on national and international perspectives.	

Unit 502: Leadership, Mentoring and Coaching Others

Authorised Assignment Brief

Student Name/ ID Number	
Unit Number and Title	Unit 502: Leadership, Mentoring and Coaching Others
Academic Year	
Unit Tutor	
Assignment Title	Leadership in Healthcare
Issue Date	
Submission Date	
Submission Format	
<p>The assignment submission is in the form of:</p> <ul style="list-style-type: none">• a review document to appraise theories and principles of team and individual leadership. The recommended word limit is 1,000–1,500 words, although you will not be penalised for exceeding the total word limit• a leadership strategy document to discuss strategies and techniques to help create supportive environments. The recommended word limit is 1,000–1,500 words, although you will not be penalised for exceeding the total word limit• a formal 10-minute presentation (10–15 slides as a guide, supported by speaker notes) to assess your personal skills and capacity to lead, mentor and coach individuals within the workplace. You will support your presentation with speaker notes containing supporting information that is not appropriate for the slides. <p>You are required to make use of headings, paragraphs and sub-sections as appropriate, and all work must be supported with research and referenced using an appropriate referencing system. You will also need to provide a bibliography using an appropriate referencing system, such as Harvard. Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The evidence collected in this unit can contribute to the validated portfolio required for Unit 501, which focuses on Establishing Professional Practice.</p>	

Unit Learning Outcomes	
L01	Appraise theories and principles of team and individual leadership, mentoring and coaching within the context of health and social care
L02	Participate in exploration of how mentorship and coaching practices empower individuals and benefit self, service users and organisations
L03	Discuss strategies and techniques which can be used to effectively manage and create an environment that supports open and trusting relationships between self, service users and those being coached or mentored
L04	Assess personal skills and capacity to lead, mentor and coach individuals within the workplace and establish future personal development needs
Transferable skills and competences developed	
<p>Cognitive skills</p> <ul style="list-style-type: none"> • Knowledge application: Apply knowledge of key health and social care principles, legislation and professional frameworks to inform evidence-based practice. • Professional ethics: Recognise and apply ethical, legal and safeguarding principles in complex care situations. • Research and inquiry: Apply research methods and enquiry skills to improve health and social care outcomes. <p>Practical skills</p> <ul style="list-style-type: none"> • Service evaluation: Critically assess service models and propose improvements based on reflective evaluation. • Interprofessional working: Engage effectively with colleagues and stakeholders in multidisciplinary teams. • Service evaluation: Critically assess service models and propose improvements based on reflective evaluation. <p>Employability skills</p> <ul style="list-style-type: none"> • Communication: Communicate effectively with a range of audiences, adapting style and tone to suit context. • Research skills: Use reliable sources and enquiry skills to evaluate interventions, services or policies. • Presentation: Present ideas and findings using verbal, written and digital formats in professional settings. • Resilience: Demonstrate adaptability and resilience when responding to service pressures and changing needs. • Emotional intelligence: Show empathy and cultural sensitivity when supporting diverse individuals and families. • Teamwork: Collaborate effectively within and across teams, recognising and respecting different roles. • Professional awareness: Keep up to date with changes in policy, regulation and practice relevant to the care sector. 	

- Project management: Manage or contribute to care-related projects using time and resource planning skills.
- Self-management: Reflect on practice, set development goals and engage in self-directed learning.

Vocational scenario

You have been employed as an Administrative Assistant at Windsor Park Surgery (WPS)*. WPS is a medium-sized General Practitioner (GP) surgery that provides GP services to patients in the south-east of England. The practice premises was purpose built in 1975 and has been extended twice (in 1995 and 2010) to accommodate the growing needs of the population. WPS also has its own pharmacy on the premises, that is run and managed by the practice.

The practice is part of the South-east Integrated Care System (SICS) and provides general medical services to approximately 22,000 registered patients.

WPS is also a GP partnership, where the Senior General Practitioners are the business owners. WPS currently has four Senior Partners and three Junior Partners who, after completing a probationary period and passing a vote of the Senior Partners, can be promoted to the Executive Board.

WPS also has a large number of non-clinical staff that help with the day-to-day running of the practice. This includes:

- the Practice Manager who oversees the overall management of the practice, including finances, staffing and operations
- two Administrative Assistants who support the Practice Manager in a range of daily tasks
- Senior Medical Secretaries who provide secretarial support to the Senior Partners only, with one secretary for each Senior Partner
- a single Medical Secretary who provides secretarial support to all the Junior Partners
- four Receptionists who are the first point of contact for patients, handling appointments, enquiries and managing patient flow
- other Support Staff including an IT support technician and a facilities manager who carry out day-to-day maintenance of the buildings.

The Practice Manager has announced that they intend to retire within the next six to twelve months, and has informed the Senior Partners. The Practice Manager feels that you would be an ideal candidate for their replacement, as you have an in-depth knowledge of the workings of the practice as well as the staff. Some of the Senior Partners have concerns that you currently do not possess the coaching, mentoring and leadership experience to take on such a role.

With this in mind, the Senior Partners have asked several of the colleagues in the practice to role play the following scenario, so you can demonstrate your skills in leadership, coaching and mentoring.

The Senior Partners and the Practice Manager present you with the following scenario**:

- two members of the receptionist team feel that they are operating as individuals, with no-one taking any form of leadership or support
- the medical secretary feels that they need mentoring or coaching in order to perform their role more effectively

- patients have reported a dismissive attitude of receptionist staff, as well as a perceived lack of information, or an inability to get answers to simple questions
- the support staff report a lack of support from WPS as well as feeling isolated and unable to communicate any concerns.

The Senior Partners and the Practice Manager, are keen see how you intend to approach and resolve these issues as a potential future Practice Manager.

You are to begin by investigating the theories and principles of team and leadership mentoring and coaching, with a specific focus on health and social care. This is to show that you are fully aware of a range of current leadership theories and how these can lead to improved practices within WPS. You will then see how these practices can help benefit all the non-clinical staff as individuals and then explore how this can benefit WPS as a whole. You will then look at the strategies and techniques to create an open, supportive and trusting environment within WPS, which will hopefully help the staff members and the relationships with the patients of WPS.

Finally, you are to carry out a detailed review into your own personal skills to lead, mentor and coach individuals within the workplace and to identify any future development needs. This is so that you can establish a framework and methodology for personal review that can be used by any current and future Practice Managers and Administrative Assistants.

* WPS is a fictitious workplace setting created solely for this assignment. Please tailor the Assignment Brief to reflect the actual workplace settings relevant to your candidates' real-world work placements.

** This scenario is part of a fictitious workplace placement for this Authorised Assignment Brief. Centres should collaborate with their placement organisations to agree and provide a range of scenarios that will allow candidates to experience real-world opportunities for leadership, coaching or mentoring.

Assignment activity and guidance

Review on leadership theories

You are to create a formal review for the board of WPS where you will appraise theories and principles of team and individual leadership, mentoring and coaching within the context of health and social care. Your review will:

- explore the principles and theories in relation to the health and social care setting of:
 - team and individual leadership
 - coaching
 - mentoring
- discuss models of:
 - leadership
 - coaching
 - mentoring
- in relation to:
 - supporting the development of individuals
 - their practice within the health and social care setting.

Your review will go on to critically explore how theories and principles of leadership, mentoring and coaching can be applied to enhance effectiveness in fulfilling associated roles and responsibilities.

You will conclude your review with a critical appraisal of how principles and theories of individual and team leadership have influenced personal perspectives on approaches to leading, coaching and mentoring others within the practice.

You will support your review with real-world case study examples where possible.

Leadership strategy document

You will create a strategy document for the board of WPS, in which you will explore how mentorship and coaching practices empower individuals and benefit self, service users and organisations. Your strategy document will:

- discuss the significance of coaching and mentorship strategies in practice within health and social care
- explore the impact of coaching and mentorship strategies on those individuals receiving support
- critically appraise the benefits of coaching and mentoring in relation to:
 - self
 - those being coached or mentored
 - health and social care organisations.

Your report will then go on to discuss strategies and techniques which can be used to effectively manage and create an environment that supports open and trusting relationships between:

- self
- service users
- those being coached or mentored.

Your strategy document will:

- explain the factors that influence the creation of an environment that supports open and trusting relationships
- discuss how the principles and theories associated with communication and relationship building can be used to deliver empathetic care
- critically discuss how principles and theories associated with effective communication can be applied to create an environment that supports open and trusting relationships.

Finally, your strategy document will critically appraise the effectiveness of coaching and mentoring in supporting the development of individuals within the health and social care setting.

You will support your strategy document with real-world case study examples where possible.

Presentation on personal skills

You are to create a formal presentation for the board of WPS where you will assess the personal skills and capacity to lead, mentor and coach individuals within the workplace and establish future personal development needs. You will support your presentation with real-world examples of your own experience where possible. Your presentation will:

- discuss the impact of personal skills on the capacity to lead, mentor and coach individuals
- explore the impact of learning on own personal and professional development as either a leader, mentor or coach

- critically appraise personal skills to lead, coach and mentor, establishing future learning and development needs
- critically reflect on personal skills and ability to lead, coach or mentor others in ways that
 - enhance their personal development
 - enhance the quality of care delivered
 - support future development along a chosen career pathway.

Recommended resources

Please note this is not a definitive list of resources but it will help you begin your research by acting as a starting point of reference.

Websites

https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-024-06081-y	BMC Medical Education 'Coaching to develop leadership of healthcare managers: a mixed-methods systematic review' (Article)
www.leadershipacademy.nhs.uk/healthcare-leadership-model/	NHS Leadership Academy 'Healthcare Leadership Model' (Resource)
www.pldmentoring.com/blog/coaching-and-mentoring-in-healthcare	PLD Mentoring & Coaching Software 'Coaching and mentoring in healthcare' (Blog)
https://pmc.ncbi.nlm.nih.gov/articles/PMC9482416/	National Library of Medicine 'Coaching models, theories, and structures: An overview for teaching faculty in the emergency department and educators in the offices' (Research Article)
https://pmc.ncbi.nlm.nih.gov/articles/PMC11722716/	National Library of Medicine 'Navigating healthcare leadership: Theories, challenges, and practical insights for the future' (Research Article)
www.pmi.org/learning/library/five-team-leadership-principles-project-success-6250	Project Management Institute 'The five team leadership principles for project success' (Article)
https://pressbooks.bccampus.ca/technicalwriting/chapter/understandingteamdynamics/	British Columbia/Yukon Pressbooks '4.2 Five Models for Understanding Team Dynamics' (Article)
https://teambuilding.com/blog/leadership-principles	teambuilding '22 Key Leadership Principles for Managers and Executives' (Blog)

www.togetherplatform.com/blog/7-mentoring-models-every-mentorship-program-should-know-about	Together 'Mentoring Models: 7 Types + How to Use Them in the Workplace' (Blog)
https://uk.indeed.com/career-advice/career-development/leadership-theories	Indeed 'What are the main leadership theories and leadership styles?' (Article)
www.verywellmind.com/leadership-theories-2795323	VeryWellMind 'The Major Leadership Theories' (Article)

Journals

Hu, S. et al. (2024) 'Coaching to develop leadership of healthcare managers: a mixed-methods systematic review', *BMC Medical Education*, 24(1), p.1083.

<https://doi.org/10.1186/s12909-024-06081-y>

Jansen, E.J. et al. (2024) 'Implementing coaching programmes for healthcare professionals—A review of the barriers and facilitators', *The International Journal of Health Planning and Management*, 39(3), pp.860–878. <https://doi.org/10.1002/hpm.3761>

Keinänen, A.L. et al. (2023) 'Effectiveness of mentoring education on health care professionals' mentoring competence: A systematic review', *Nurse Education Today*, 121, p.105709. <https://doi.org/10.1016/j.nedt.2023.105709>

Perez, J. (2021) 'Leadership in Healthcare: Transitioning From Clinical Professional to Healthcare Leader', *Journal of Healthcare Management*, 66(4), pp.280–302.

<https://doi.org/10.1097/JHM-D-20-00057>

Stephenson, S. et al. (2023) 'Self-Assessments of Mentoring Skills in Healthcare Professions Applicable to Occupational Therapy: A Scoping Review', *Occupational Therapy In Health Care*, 37(4), pp.606–626. <https://doi.org/10.1080/07380577.2022.2053923>

Textbooks

Bachkirova, T., Jackson, P. and Clutterbuck, D. (2021) *Coaching and Mentoring Supervision: Theory and Practice*, Ohio: McGraw-Hill Education.

Bosworth, M. and Maryon, T. (2023) *Leadership for health professionals: Theory, skills, and applications*, Massachusetts: Jones & Bartlett Learning.

Dugan, J.P., 2024. *Leadership theory: Cultivating critical perspectives*, New Jersey: John Wiley & Sons.

Flaherty, J., 2022. *Coaching: Evoking excellence in others*, Abingdon: Routledge.

Lussier, R.N. and Achua, C.F. (2022) *Leadership: Theory, application, & skill development*, London: SAGE..

Northouse, P.G. (2025) *Leadership: Theory and practice*, London: SAGE..

Stanley, D. (2022) 'Leadership Theories and Styles', pp.31–60, in Stanley, D., Bennet, C. L., and James, A. H. (eds.) *Clinical Leadership in Nursing and Healthcare*, New Jersey: John Wiley & Sons.

Weiston-Serdan, T. and Sánchez, B. (2023) *Critical mentoring: A practical guide*, Abingdon: Routledge.

HN Global

Reading Lists. Available at:

<https://hnglobal.highernationals.com/learning-zone/reading-lists>

Student Resource Library. Available at:

<https://hnglobal.highernationals.com/subjects/resource-libraries>

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Appraise theories and principles of team and individual leadership, mentoring and coaching within the context of health and social care		D1 Critically appraise how principles and theories of individual and team leadership have influenced personal perspectives on approaches to leading, coaching and mentoring others within practice.
P1 Explore principles and theories of team and individual leadership, coaching and mentoring in relation to the health and social care setting. P2 Discuss models of leadership, coaching and mentoring in relation to supporting development of individuals and their practice within the health and social care setting.	M1 Critically explore how theories and principles of leadership, mentoring and coaching can be applied to enhance effectiveness in fulfilling associated roles and responsibilities.	

Unit 506: Safeguarding Children, Young People and Vulnerable Adults

Authorised Assignment Brief

Student Name/ ID Number	
Unit Number and Title	Unit 506: Safeguarding Children, Young People and Vulnerable Adults
Academic Year	
Unit Tutor	
Assignment Title	Effective Safeguarding Strategies
Issue Date	
Submission Date	
Submission Format	
<p>The assignment submission is in the form of:</p> <ul style="list-style-type: none">• a formal 15-minute presentation (15–20 slides as a guide, supported by speaker notes) to explain the factors that contribute to abuse/harm and summarise current legislation, policy and professional involvement relating to safeguarding. You will support your presentation with speaker notes containing supporting information that is not appropriate for the slides• a safeguarding strategy plan to examine how safeguarding can be effectively promoted and reflect on own working practices and strategies. The recommended word limit is 1,000–1,500 words, although you will not be penalised for exceeding the total word limit. <p>You are required to make use of headings, paragraphs and sub-sections as appropriate, and all work must be supported with research and referenced using an appropriate referencing system. You will also need to provide a bibliography using an appropriate referencing system, such as Harvard. Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The evidence collected in this unit can contribute to the validated portfolio required for Unit 501, which focuses on Establishing Professional Practice.</p>	

Unit Learning Outcomes	
LO1	Explain the factors that contribute to abuse and harm
LO2	Summarise current legislation, policy and professional involvement relating to safeguarding for children, young people and vulnerable adults
LO3	Examine how safeguarding can be effectively promoted through positive partnership working
LO4	Reflect on own working practices and strategies used to minimise abuse and harm
Transferable skills and competences developed	
<p>Cognitive skills</p> <ul style="list-style-type: none"> • Knowledge application: Apply knowledge of key health and social care principles, legislation and professional frameworks to inform evidence-based practice. • Professional ethics: Recognise and apply ethical, legal and safeguarding principles in complex care situations. • Research and inquiry: Apply research methods and enquiry skills to improve health and social care outcomes. <p>Practical skills</p> <ul style="list-style-type: none"> • Care planning: Plan and deliver person-centred care and support in collaboration with service users. • Service evaluation: Critically assess service models and propose improvements based on reflective evaluation. • Interprofessional working: Engage effectively with colleagues and stakeholders in multidisciplinary teams. • Risk management: Identify and respond to risks and safety concerns in a health or care environment. <p>Employability skills</p> <ul style="list-style-type: none"> • Communication: Communicate effectively with a range of audiences, adapting style and tone to suit context. • Contextual understanding: Demonstrate awareness of social, economic and organisational influences on care delivery. • Academic skills: Apply literacy, numeracy and critical thinking to academic and professional tasks. • Problem-solving: Apply structured approaches to address service challenges and improve care delivery. • Presentation: Present ideas and findings using verbal, written and digital formats in professional settings. • Resilience: Demonstrate adaptability and resilience when responding to service pressures and changing needs. • Emotional intelligence: Show empathy and cultural sensitivity when supporting diverse individuals and families. • Self-management: Reflect on practice, set development goals and engage in self-directed learning. 	

- Professional awareness: Keep up to date with changes in policy, regulation and practice relevant to the care sector.

Vocational scenario

Students undertaking this unit are required to uphold the highest standards of confidentiality when handling real-life scenarios, sensitive data, workplace practices and any information concerning children, young people and vulnerable adults. All information must be anonymised, securely managed and used solely for authorised learning purposes. Students must not share any identifiable data about individuals or organisations and must ensure all data used for assignments or discussions is protected and anonymised, in strict compliance with safeguarding and data protection laws, as well as all legal, ethical and organisational confidentiality requirements at all times.

You have been employed as a Teaching Assistant (TA) at Peartree Learning Centre (PLC)*, a Pupil Referral Unit (PRU) based in the south-west of England. A PRU is a specialised educational environment designed to provide alternative provision for children, young people or vulnerable adults who, for various reasons, cannot attend mainstream schools or colleges.

PLC is designed to cater to students facing a range of difficulties in attending mainstream education, such as those with behavioural issues, medical needs or those at risk of exclusion. PLC's aim is to provide short-term support and education for these students, with the overall objective of either reintegrating them back into their school or college, or supporting them in finding suitable alternative placements.

PLC provides the following services for students in their care:

- it will work closely with students, their families and mainstream schools to understand their individual needs and develop suitable learning programs
- it offers one-on-one support, mentoring and specialised teaching to address specific challenges
- PLC may adapt the national curriculum to meet the needs of their students
- PLC may work with other agencies to assess and plan for students' longer-term educational needs

The key features of PLC as a referral unit is that it will offer a more flexible and supporting learning environment with smaller class sizes. PLC has a key focus on wellbeing, by emphasising the building of positive relationships and supporting students' mental health and wellbeing.

Key to the wellbeing of students in their care is an understanding of the social and environmental background of each child or young adult, as well as recognising the safeguarding issues involved in supporting children, young people and vulnerable adults.

All administrative, teaching and support staff at PLC are fully aware of the range of protocols, policies and procedures that exist to support and protect staff and students from a range of scenarios. In addition, all staff members are fully trained in the latest safeguarding legislation so that they are able to provide students with the most up to date and relevant support.

PLC currently has the following teaching staff:

- one Pupil Referral Unit (PRU) Mentor who acts as a positive role model and provides guidance to students

- two PRU Support Workers to assist students with their educational, physical, emotional and social development
- three PRU Teachers to plan and deliver lessons tailored to the diverse needs of the students
- five PRU Teaching Assistants who provide one-on-one or small group support to students.

One of the PRU Support Workers has announced that they are moving to another PRU and your Line Manager, as well as the PRU Mentor, have identified that you would be a suitable candidate to replace them. However, before you can take on the increased responsibilities and points of contact with your students, you need to demonstrate an awareness of how to provide effective safeguarding for children, young people and vulnerable adults.

You are to begin the planning process by demonstrating a detailed knowledge of the various factors that can contribute to abuse or harm, showing how some individuals can be more vulnerable than others. You will then demonstrate that you are aware of the current legislation, policy and national standards relating to the safeguarding of children, young people and vulnerable adults. You will then go on to demonstrate that you are fully aware of the different organisations and partnerships that are involved in the safeguarding and protection of children, young people and vulnerable adults. This is to ensure that you have the key understanding of the theoretical and practical requirements before you implement strategies to minimise abuse or harm.

Finally, you will be expected to explain the workplace policies of PLC and how they can minimise harm to the students in your care in conjunction with your own practice. You are to reflect and assess the effectiveness of the strategies that you have used in your own working practice as well as your own professional development.

* The Teaching Assistant at the PLC Pupil Referral Unit is a fictitious workplace setting created solely for this assignment. Please tailor the Assignment Brief to reflect the actual workplace settings and organisational policies relevant to your candidates' real-world work placements.

Assignment activity and guidance

Presentation on safeguarding theory

You are to create a formal presentation for all relevant stakeholders in which you will explain the factors that contribute to abuse and harm. Your presentation will:

- analyse the factors that make some individuals more vulnerable to abuse than others
- analyse the types of abuse or harm they may experience
- discuss the contribution to abuse and harm of the following factors:
 - individual
 - social
 - cultural factors
- review different real-life case study examples from across the lifespan in which abuse and harm have occurred
- make suggestions for how the impact of contributing factors could be mitigated to prevent future occurrences.

Your presentation will then go on to summarise current legislation, policy and professional involvement relating to safeguarding for children, young people and vulnerable adults. Your presentation will:

- produce a map of the relationship between:
 - key legislation and national policy relevant to safeguarding or protection
 - the policies and strategies implemented at a local level
- compare different approaches taken to implement key legislation in:
 - the local community
 - social care services
- explain, in detail, ways in which professionals working in specific social or community services relating to safeguarding and protection address:
 - the national standards
 - legislative requirements

Finally, your presentation will critically assess the challenges for the social and community care workforce and services in:

- addressing key factors that contribute to abuse and harm
- protecting different individuals in different groups vulnerable to abuse.

You will support your presentation with real-world case study examples where possible and with speaker notes containing supporting information that is not appropriate for the slides.

Safeguarding strategy plan

You will create a safeguarding strategy plan for all relevant stakeholders where you will examine how safeguarding can be effectively promoted through positive partnership working. Your strategy plan will:

- discuss the different types of partnership that are involved in safeguarding and protection
- analyse the influence that legislation has on effective partnership working across:
 - social services
 - community services
 - health services
- evaluate the impact legislation has on effective partnership working, supporting your conclusions with a range of real-world case study examples.

You will then go on to reflect on your own working practices and strategies used to minimise abuse and harm. As part of your safeguarding strategy plan, you will:

- describe how your placement or workplace organisational policy and your own practice minimised abuse and harm to:
 - children
 - young people
 - vulnerable adults
- reflect on the effectiveness of different strategies embedded through your own working practices in minimising the risk of abuse and harm

- critically reflect on your own professional development in terms of how abuse and harm may be minimised through:
 - your own personal practice
 - organisational working practice.

Finally, your safeguarding strategy plan will critically evaluate your own role in different working practices and strategies in terms of your own effectiveness in:

- promoting positive partnership working
- minimising the risk of abuse and harm to individuals of different ages.

You will support your safeguarding plan with real-world case study examples where possible.

Recommended resources

Please note this is not a definitive list of resources but it will help you begin your research by acting as a starting point of reference.

Websites

www.cdc.gov/child-abuse-neglect/risk-factors/index.html

Centres for Disease Control
'Child Abuse and Neglect Prevention'
(Resource)

www.childprotectioncompany.com/safeguarding-children/legislation-for-safeguardin

Child Protection
'Legislation for Safeguarding'
(Article)

www.dmu.ac.uk/current-students/safeguarding/key-legislation.aspx

DeMontfort University
'Safeguarding Key Legislation'
(Resource)

www.england.nhs.uk/long-read/safeguarding-children-young-people-and-adults-at-risk-in-the-nhs/

NHS England
'Safeguarding children, young people and adults at risk in the NHS?'
(Article)

www.gov.uk/government/publications/working-together-to-safeguard-children--2

GOV.UK
'Working together to safeguard children'
(Article)

<https://learning.nspcc.org.uk/child-abuse-and-neglect/domestic-abuse>

NSPCC
'Protecting children from domestic abuse'
(Resource)

<https://learning.nspcc.org.uk/safeguarding-child-protection/writing-a-safeguarding-policy-statement>

NSPCC
'Writing safeguarding policies and procedures'
(Resource)

www.llradultsafeguarding.co.uk/abuse/

Leicester Safeguarding Adults Board
'Types and Patterns of Abuse and Neglect'
(Article)

www.mayoclinic.org/diseases-conditions/child-abuse/symptoms-causes/syc-20370864	Mayo Clinic 'Child abuse' (Article)
https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf	NHS UK 'Working Together to Safeguard Children' (Resource)
https://patient.info/doctor/safeguarding-adults-pro	Patient 'Safeguarding adults' (Article)
https://rbwmsafeguardingpartnership.org.uk/	Royal Borough of Windsor & Maidenhead Safeguarding Partnership 'Welcome to the All-age Multi-agency Safeguarding Partnership' (Policies)
www.safecic.co.uk/scb-england	SAFEcic 'Safeguarding Children Partnership/Board Links England' (Resource)

Journals

- Chambers, D., Cantrell, A. and Booth, A. (2021) 'Recognition of risk and prevention in safeguarding of children and young people: a mapping review and component analysis of service development interventions aimed at health and social care professionals', *BMC Health Services Research*, 21(1), p.1241. <https://doi.org/10.1186/s12913-021-07257-8>
- Cocker, C. et al. (2021) 'Transitional Safeguarding: presenting the case for developing Making Safeguarding Personal for young people in England', *The Journal of Adult Protection*, 23(3), pp.144-157. <https://doi.org/10.1108/JAP-09-2020-0043>
- Cocker, C., Cooper, A. and Holmes, D. (2022) 'Transitional Safeguarding: Transforming How Adolescents and Young Adults Are Safeguarded', *The British Journal of Social Work*, 52(3), pp.1287-1306. <https://doi.org/10.1093/bjsw/bcaa238>
- Dorol, O. and Mishara, B.L. (2021) 'Systematic review of risk and protective factors for suicidal and self-harm behaviors among children and adolescents involved with cyberbullying', *Preventive Medicine*, 152, p.106684. <https://doi.org/10.1016/j.ypmed.2021.106684>
- Nawi, A.M. et al. (2021) 'Risk and protective factors of drug abuse among adolescents: a systematic review', *BMC Public Health*, 21(1), p.2088. <https://doi.org/10.1186/s12889-021-11906-2>
- Persano, H.L. (2022) 'Self-harm', *The International Journal of Psychoanalysis*, 103(6), pp.1089-1103. <https://doi.org/10.1080/00207578.2022.2133093>

Textbooks

- Firmin, C. (2020) *Contextual safeguarding and child protection: Rewriting the rules*, Routledge.
- Firmin, C. et al. (2022) *Safeguarding Young People Beyond the Family Home: Responding to extra-familial risks and harms*, Bristol: Bristol University Press.
- McCoy, M.L. and Keen, S.M. (2022) *Child abuse and neglect*, Abingdon: Routledge.
- Scaife, J. (2024) *Deciding children's futures: An expert guide to assessments for safeguarding and promoting children's welfare in the family court*, Abingdon: Routledge.
- Scourfield, P. (2021) *Using advocacy in social work practice: A guide for students and professionals*, Abingdon: Routledge.
- Spreadbury, K. and Hubbard, R. (2024) *The adult safeguarding practice handbook*, Bristol: Policy Press.

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Reading Lists. Available at:

<https://hnglobal.highernationals.com/learning-zone/reading-lists>

Student Resource Library. Available at:

<https://hnglobal.highernationals.com/subjects/resource-libraries>

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the factors that contribute to abuse and harm		LO1 and LO2 D1 Critically assess the challenges for the social and community care workforce and services in addressing key factors that contribute to abuse and harm, and in protecting different individuals in different groups vulnerable to abuse.
P1 Analyse the factors that make some individuals more vulnerable to abuse than others and the types of abuse or harm they may experience. P2 Discuss the individual, social and cultural factors that contribute to abuse and harm.	M1 Review different real-life case study examples from across the lifespan in which abuse and harm have occurred, making suggestions for how the impact of contributing factors could be mitigated to prevent future occurrences.	
LO2 Summarise current legislation, policy and professional involvement relating to safeguarding for children, young people and vulnerable adults		
P3 Produce a map of the relationship between key legislation and national policy relevant to safeguarding or protection, and policies and strategies implemented at a local level. P4 Compare different approaches taken in the local community and social care services to implement key legislation.	M2 Explain in detail ways in which professionals working in specific social or community services address the national standards and legislative requirements relating to safeguarding and protection.	

Pass	Merit	Distinction
LO3 Examine how safeguarding can be effectively promoted through positive partnership working		LO3 and LO4 D2 Critically evaluate own role in different working practices and strategies in terms of own effectiveness in promoting positive partnership working and minimising the risk of abuse and harm to individuals of different ages.
P5 Discuss the different types of partnership that are involved in safeguarding and protection. P6 Analyse the influence that legislation has on effective partnership working across social, community and health services.	M3 Evaluate the impact legislation has on effective partnership working, giving case study examples to support own conclusions.	
LO4 Reflect on own working practices and strategies used to minimise abuse and harm		
P7 Describe how placement/workplace organisational policy and own practice minimise abuse and harm to children, young people and vulnerable adults. P8 Reflect on the effectiveness of different strategies embedded through own working practices in minimising the risk of abuse and harm.	M4 Critically reflect on own professional development in terms of how abuse and harm may be minimised through own personal and organisational working practice.	

Unit 508: Applied Anatomy and Physiology

Authorised Assignment Brief

Student Name/ ID Number	
Unit Number and Title	Unit 508: Applied Anatomy and Physiology
Academic Year	
Unit Tutor	
Assignment Title	Applied Physiological Testing
Issue Date	
Submission Date	
Submission Format	
<p>The assignment submission is in the form of:</p> <ul style="list-style-type: none"> • a formal 15-minute presentation (15–20 slides as a guide, supported by speaker notes) to examine the structure and function of specified organs and systems, discriminate between the physiological mechanisms of the endocrine system and show the body's responses when the immune system fails. You will support your presentation with speaker notes containing supporting information that is not appropriate for the slides • a practice review document to appraise your practice when carrying out physical or physiological tests. The recommended word limit is 1,000–1,500 words, although you will not be penalised for exceeding the total word limit <p>You are required to make use of headings, paragraphs and sub-sections as appropriate, and all work must be supported with research and referenced using an appropriate referencing system such as Harvard. You will also need to provide a bibliography using an appropriate referencing system such as Harvard. Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The evidence collected in this unit can contribute to the validated portfolio required for Unit 501, which focuses on Establishing Professional Practice.</p>	

Unit Learning Outcomes	
LO1	Examine the structure and function of specified organs and systems within a healthy human body
LO2	Discriminate between the physiological mechanisms of the endocrine system
LO3	Synthesise understanding of the body's responses when the immune system fails
LO4	Appraise own practice when carrying out physical or physiological tests with service users
Transferable skills and competences developed	
<p>Cognitive skills</p> <ul style="list-style-type: none"> • Knowledge application: Apply knowledge of key health and social care principles, legislation and professional frameworks to inform evidence-based practice. • Data interpretation: Interpret and evaluate data from care records, audits and assessments to support decision-making. • Research and enquiry: Apply research methods and enquiry skills to improve health and social care outcomes. <p>Practical skills</p> <ul style="list-style-type: none"> • Care planning: Plan and deliver person-centred care and support in collaboration with service users. • Service evaluation: Critically assess service models and propose improvements based on reflective evaluation. • Interprofessional working: Engage effectively with colleagues and stakeholders in multidisciplinary teams. <p>Employability skills</p> <ul style="list-style-type: none"> • Communication: Communicate effectively with a range of audiences, adapting style and tone to suit context. • Contextual understanding: Demonstrate awareness of social, economic and organisational influences on care delivery. • Academic skills: Apply literacy, numeracy and critical thinking to academic and professional tasks. • Problem-solving: Apply structured approaches to address service challenges and improve care delivery. • Presentation: Present ideas and findings using verbal, written and digital formats in professional settings. • Resilience: Demonstrate adaptability and resilience when responding to service pressures and changing needs. • Emotional intelligence: Show empathy and cultural sensitivity when supporting diverse individuals and families. • Self-management: Reflect on practice, set development goals and engage in self-directed learning. 	

Vocational scenario

You have been employed as a Junior Healthcare Assistant (JHCA) at Berkshire Park Surgery (BPS)*. BPS is a medium-sized General Practitioner (GP) surgery that provides GP services to patients in the south-east of England. The practice premises were purpose built in 1990 to accommodate the growing needs of the population. BPS works closely with two pharmacies in the local area. The practice is part of the South-east Integrated Care System (SICS) and provides general medical services to approximately 8,000 registered patients.

Your role as JHCA at BPS means that you are assisting the Healthcare Assistants (HCA) in carrying out a range of basic tasks including:

- sterilising equipment
- restocking consulting rooms
- updating patient records
- assisting with appointments
- communicating with patients.

The Practice Director (PD) has identified that they need an extra HCA, and the PD as well as the Practice Nurse (PN) have identified you as the person to take on this role. As an HCA you would have additional clinical responsibilities including:

- performing health checks
- taking vital signs (e.g. temperature, pulse, blood pressure)
- taking blood samples
- processing lab samples
- supporting minor surgical procedures.

While your PD feels that you are ready to take on the role of HCA, the PN would like to make sure that you have the applied anatomical and physiological knowledge as well as the ability to carry out a limited range of physical or physiological tests on a variety of patients. Your PD has agreed to a programme whereby you will demonstrate your suitability to be promoted to an HCA.

You are to begin the planning process by demonstrating a detailed knowledge of the structure and function of the specified organs and systems in the human body. You will then demonstrate that you understand how these various systems work in a healthy human body. You will then review the different components of the endocrine system, showing how hormones are created, transported, interact and are regulated. You will also show that you understand how the immune system works and what to look for when the immune system fails. This is to ensure that you have the key understanding of applied anatomical and physiological knowledge to be able to carry out your physical or physiological tests.

Finally, under supervision, you will be expected to carry out a range of physical or physiological tests for a patient within your workplace. These tests will include haematological, ophthalmic and auditory tests. You are to reflect and assess the effectiveness of your good practice and how this can assist in effective communication with your patients.

* The JHCA at BPS General Practice is a fictitious workplace setting created solely for this assignment. Please tailor the Assignment Brief to reflect actual workplace settings relevant to your candidates' real-world work placements.

Assignment activity and guidance

Presentation on applied anatomy and physiology

You are to create a formal presentation for all relevant stakeholders in which you will examine the structure and function of specified organs and systems within a healthy human body. Your presentation will:

- investigate the structure of healthy body systems and organs in relation to the service users you have supported
- explain the normal processes of ageing in relation to a diverse range of service users you have supported
- examine anatomical and physiological differences between a healthy human body and a service user you have supported.

Your presentation will then go on to discriminate between the physiological mechanisms of the endocrine system. Your presentation will:

- compare the broad actions of hormones on cells throughout the body
- examine how hormones are synthesised, transported and regulated
- categorise hormonal interactions and demonstrate their physiological influence on organs and systems.

Your presentation will demonstrate how an imbalance can lead to ill health, critically exploring the interrelationship between:

- different body systems
- the hormones they produce
- their effect on maintaining homeostasis.

Your presentation will then go on to synthesise understanding of the body's responses when the immune system fails. Your presentation will:

- investigate how organs and systems work together to protect the body
- examine the process of inflammatory response
- examine the factors that trigger mild and severe allergic reactions
- critically explore how the following affect the immune system:
 - age
 - nutrition
 - lifestyle
 - illness
 - medical treatments and interventions.

Finally, your presentation will justify the management of individuals who are either:

- experiencing immunological reactions
- have an immune disorder
- are immunologically compromised due to illness.

You will support your presentation with real-world case study examples where possible and with speaker notes containing supporting information that is not appropriate for the slides.

Practice review document

You will create a practice review document for all relevant stakeholders where you will appraise your practice when carrying out physical or physiological tests with service users. Your review document will:

- demonstrate the significance of physical and physiological testing in the management of medical conditions
- explore how haematological, ophthalmic and auditory disorders and conditions can:
 - compromise quality of life
 - affect access to healthcare
- assess, for individuals with blood disorders or whose hearing and/or sight is impaired, how good practice principles can assist with:
 - effective communication
 - client-centred care.

Finally, for individuals receiving care for blood disorders or whose hearing and/or sight is impaired, your review document will critically evaluate:

- your own practice
- your ability to communicate effectively
- your ability to apply good practice principles.

Your review document will conclude by identifying areas:

- of good practice
- for improvement.

You will support your practice review with real-world case study examples or evidence of your own practice where possible

Recommended resources

Please note this is not a definitive list of resources but it will help you begin your research by acting as a starting point of reference.

Websites

www.gonzaba.com/what-are-common-hematology-tests/

Gonzaba
'Decoding Your Blood: A Guide to 10 Most Common Hematology Tests?'
(Article)

www.kenhub.com/en/library/anatomy/human-body-systems

KenHub
'Human body systems'
(Resource)

www.kenhub.com/en/library/physiology/human-physiology

KenHub
'Human Physiology'
(Resource)

<https://medlineplus.gov/immunesystemanddisorders.html>

Medline Plus
'Immune System and Disorders'
(Resource)

https://my.clevelandclinic.org/health/body/21196-immune-system	Cleveland Clinic 'Immune System' (Resource)
https://my.clevelandclinic.org/health/body/21201-endocrine-system	Cleveland Clinic 'Endocrine System' (Resource)
www.ncbi.nlm.nih.gov/books/NBK279396/	National Library of Medicine 'In brief: The innate and adaptive immune systems' (Article)
www.ncbi.nlm.nih.gov/books/NBK556106/	National Library of Medicine 'Physiology, Aging' (Article)
www.nursingtimes.net/anatomy-and-physiology/endocrine-system-2-hypothalamus-and-pituitary-gland-24-05-2021/	Nursing Times 'Endocrine system 2: hypothalamus and pituitary gland' (Article)
https://pmc.ncbi.nlm.nih.gov/articles/PMC11656891/	National Library of Medicine 'Introduction to immunology and immune disorders' (Article)
https://pmc.ncbi.nlm.nih.gov/articles/PMC6761896/	National Library of Medicine 'The Endocrine System' (Article)
https://teachmeanatomy.info/the-basics/	Teach Me Anatomy 'The Basics' (Resource)
Journals	
Elmas, E.T. and Kunduracioglu, I., 'Medical Overview of Body Main Parts, Organs and their Functions', <i>Journal of Medical and Clinical Case Reports</i> , 2(1). https://medvixpublications.org/get/1-JMCCR2025091599E%20Galley%20Proof-1744720148.pdf	
Hunter A. et al. (2003) 'An ontology of human developmental anatomy', <i>Journal of Anatomy</i> , 203(4), pp.347–55. https://doi.org/10.1046/j.1469-7580.2003.00224.x .	
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Textbooks

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Hansen, J.T. (2021) *Netter's Clinical Anatomy-E-Book: Netter's Clinical Anatomy-E-Book*, Amsterdam: Elsevier Health Sciences.

Male, D. (2021) *Immunology: an illustrated outline*, Florida: CRC Press.

Mitra, M., Mitra, S. and Nandi, D.K. (2024) 'Human Physiology and Metabolism: An Overview', pp.43–58, in Chakraborty, S. et al. (eds.) *Body Recomposition*, Florida: CRC Press.

Pal, G.K. (2021) *Textbook of Medical Physiology 4th Edition-E-Book*, Amsterdam: Elsevier Health Sciences.

Peate, I. (2025) *The endocrine system*, New Jersey: John Wiley & Sons.

Raven, J.P.H., Raven, P. and Chew, S.L. (2022) *The Endocrine System*, Amsterdam: Elsevier Health Sciences.

Sompayrac, L.M. (2022) *How the immune system works*, New Jersey: John Wiley & Sons.

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Reading Lists. Available at:

<https://hnglobal.highernationals.com/learning-zone/reading-lists>

Student Resource Library. Available at:

<https://hnglobal.highernationals.com/subjects/resource-libraries>

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the structure and function of specified organs and systems within a healthy human body		LO1 and LO2 D1 Critically explore the interrelationship between different body systems and the hormones they produce and their effect on maintaining homeostasis, demonstrating how an imbalance can lead to ill health.
P1 Investigate the structure of healthy body systems and organs in relation to the service users you have supported. P2 Explain the normal processes of ageing in relation to a diverse range of service users you have supported.	M1 Examine anatomical and physiological differences between a healthy human body and a service user you have supported.	
LO2 Discriminate between the physiological mechanisms of the endocrine system		
P3 Compare the broad actions of hormones on cells throughout the body. P4 Examine how hormones are synthesised, transported and regulated.	M2 Categorise hormonal interactions and demonstrate their physiological influence on organs and systems.	
LO3 Synthesise understanding of the body's responses when the immune system fails		D2 Justify the management of individuals who are either experiencing immunological reactions, have an immune disorder or, due to illness, are immunologically compromised.
P5 Investigate how organs and systems work together to protect the body. P6 Examine the process of inflammatory response and factors that trigger mild and severe allergic reactions.	M3 Critically explore how age, nutrition, lifestyle, illness, medical treatments and interventions affect the immune system.	

Pass	Merit	Distinction
LO4 Appraise your practice when carrying out physical or physiological tests with service users		D3 Critically evaluate own practice and ability to communicate effectively and apply good practice principles to individuals receiving care for blood disorders or whose hearing and/or sight is impaired, identifying areas of good practice and areas for improvement.
<p>P7 Demonstrate the significance of physical and physiological testing in the management of medical conditions.</p> <p>P8 Explore how haematological, ophthalmic and auditory disorders and conditions can compromise quality of life and affect access to healthcare.</p>	M4 Assess how good practice principles assist effective communication and client-centred care for individuals with blood disorders or whose hearing and/or sight is impaired.	

Unit 512: Conflict and Resolution

Authorised Assignment Brief

Student Name/ ID Number	
Unit Number and Title	Unit 512: Conflict and Resolution
Academic Year	
Unit Tutor	
Assignment Title	Resolving Conflicts in Healthcare
Issue Date	
Submission Date	
Submission Format	
<p>The assignment submission is in the form of:</p> <ul style="list-style-type: none"> • a review document to explain the context of conflict and the models used to resolve it. The recommended word limit is 1,000–1,500 words, although you will not be penalised for exceeding the total word limit • an advocacy and empowerment strategy document to examine the role of advocacy and empowerment in conflict situations. The recommended word limit is 1,000–1,500 words, although you will not be penalised for exceeding the total word limit • a formal 10-minute presentation (10–15 slides as a guide, supported by speaker notes) to explore the role of mediation in conflict resolution and to explore your own practice. You will support your presentation with speaker notes containing supporting information that is not appropriate for the slides. <p>You are required to make use of headings, paragraphs and sub-sections as appropriate, and all work must be supported with research and referenced using an appropriate referencing system. You will also need to provide a bibliography using an appropriate referencing system, such as Harvard. Inaccurate use of referencing may lead to issues of plagiarism if not applied correctly.</p> <p>The evidence collected in this unit can contribute to the validated portfolio required for Unit 501, which focuses on Establishing Professional Practice.</p>	

Unit Learning Outcomes	
L01	Explain the context of conflict and the models used to resolve it
L02	Examine the role of advocacy and empowerment in conflict situations
L03	Explore the role of mediation in resolving conflict in organisations
L04	Reflect on own practice in mediating and resolving conflict
Transferable skills and competences developed	
<p>Cognitive skills</p> <ul style="list-style-type: none"> • Knowledge application: Apply knowledge of key health and social care principles, legislation, and professional frameworks to inform evidence-based practice. • Professional ethics: Recognise and apply ethical, legal and safeguarding principles in complex care situations. • Research and enquiry: Apply research methods and enquiry skills to improve health and social care outcomes. <p>Practical skills</p> <ul style="list-style-type: none"> • Service evaluation: Critically assess service models and propose improvements based on reflective evaluation. • Interprofessional working: Engage effectively with colleagues and stakeholders in multidisciplinary teams. • Risk management: Identify and respond to risks and safety concerns in a health or care environment. • Service evaluation: Critically assess service models and propose improvements based on reflective evaluation. <p>Employability skills</p> <ul style="list-style-type: none"> • Communication: Communicate effectively with a range of audiences, adapting style and tone to suit context. • Research skills: Use reliable sources and enquiry skills to evaluate interventions, services or policies. • Presentation: Present ideas and findings using verbal, written and digital formats in professional settings. • Resilience: Demonstrate adaptability and resilience when responding to service pressures and changing needs. • Emotional intelligence: Show empathy and cultural sensitivity when supporting diverse individuals and families. 	
Vocational scenario	
<p>You have been employed as an Associate Ambulance Practitioner (AAP) working for Southern Hospital Trust (SHT) Emergency Response Teams (ERT)*. The role of an AAP within ambulance services involves providing urgent and emergency care to patients in before they arrive at the hospital for admission and treatment as in-patients or emergencies. AAPs work as part of a crew, often alongside paramedics, and are responsible for assessing, treating and managing patients' conditions.</p>	

You are part of a small team alongside three other paramedic ERT members:

- a Senior Paramedic (SP) who is the lead clinician responsible for patient assessment, treatment and transportation
- an Emergency Medical Technician (EMT) who assists the paramedic with patient care, including administering medication, dressing wounds and using specialist equipment
- the Emergency Care Assistant (ECA) who provides support to the paramedic and EMT, assisting with patient care and handling equipment.

This makes a team of four ambulance crew members and your ERT team is one of the key first responders for any major incidents in the south of England.

The ERT crew is part of a wider emergency response strategy under the control of the Chief Paramedic Officer (CPO) who is also responsible for providing strategic leadership for the entire paramedic workforce and ambulance teams within the SHT trust.

The CPO is concerned about the rise in the number of reports of incidents of conflict within the paramedic crews in the SHT. The CPO feels that many of these conflicts stem from the following reasons:

- lack of clarity about roles and responsibilities of the EMT and ECA are creating confusion and leading to disputes
- this is leading to conflicts arising when one crew member feels their authority or expertise is being undermined by another
- individual personality differences are leading to friction and conflict, especially under the stressful situations encountered by the first responders.

The CPO wants to find a way to manage the situation internally and find a way to resolve these conflicts. As the junior team member, the CPO feels that you will provide a less authoritarian approach than the SP.

The CPO, the SP and the Clinical Team Manager (CTM) have approached several of your colleagues and have asked to role play the following scenario, so you can demonstrate your skills in conflict management and resolution.

You have been presented with the following scenario from within your paramedic crew**:

- two crew members are both claiming responsibility for the same task, such as driving or managing a specific aspect of patient care
- there are numerous loud and public disagreements on the best course of action for a patient, leading to tension and arguments during treatment
- there are numerous examples of poor communication between team members.

The CPO, the SP and the CTM are keen to see how you intend to approach, manage and resolve these conflicts.

You are to begin by investigating the theories and context of conflict and the models used to resolve it. This is to show that you are fully aware of a range of current conflict resolution models and how these can be applied to the situation with the ERT team.

You will then review the role of local and national advocacy services and empowerment in conflict situations and how these can have a benefit for individuals and communities in helping to resolve conflicts.

You will then look at the role of mediation in resolving conflicts within organisations, which will hopefully provide a thorough range of strategies and techniques to help resolve conflict within the ERT crew.

Finally, you are to carry out a detailed review into your own personal skills and practice in mediating and resolving conflict. This is so that you can identify which of the various skills, techniques and strategies were most beneficial in helping to resolve these conflicts and helping you to become a more effective practitioner.

* SHT is not a real organisation. You should select appropriate real or fictitious organisations and adapt the Assignment Brief if necessary to meet local assessment needs.

** This scenario is part of a fictitious workplace placement for this assignment. Centres should collaborate with their placement organisations to agree and provide a range of scenarios that will allow candidates to experience real-world opportunities for conflict management and resolution.

Assignment activity and guidance

Review on conflict resolution models

You are to create a formal review for the CPO and CTM where you will explain the context of conflict and the models used to resolve it. Your review will:

- explain how the different levels of conflict occur in practice settings
- discuss different models used in resolving conflict
- justify the use of conflict resolution models at different levels.

Your review will go on to critically evaluate the effectiveness of models used in local practice.

You will support your review with real-world case study examples where possible.

Advocacy and empowerment strategy

You will create a strategy document for the CPO and CTM which you will examine the role of advocacy and empowerment in conflict situations. Your strategy document will:

- explain how local and national advocacy services operate to address:
 - individual situations of conflict
 - group situations of conflict
- outline different approaches to empowering service users or carers to address conflict in own location.

Your strategy document will go on to evaluate the effectiveness of empowerment and advocacy strategies to work with service users or carers in own location, with regard to a current conflict.

Finally, you will produce a strategy to improve the effectiveness of a local service in promoting user advocacy and empowerment in own location.

You will support your strategy document with real-world case study examples where possible.

Presentation on mediation and own practice

You are to create a formal presentation for the CPO and CTM where you will explore the role of mediation in resolving conflict in organisations. Your presentation will:

- explain the purposes of mediation
- discuss situations in which mediation may be an effective way to resolve conflict
- justify the use of mediation in situations to resolve conflict in comparison with other tools and techniques.

Your presentation will go on to reflect on your own practice in mediating and resolving conflict. Your presentation will:

- show how you applied appropriate skills to resolving situations of conflict
- analyse how your own attributes and skills contributed towards resolving a conflict
- reflect on your own effectiveness in using different skills and techniques to address challenges faced in resolving a conflict.

Finally, your presentation will critically reflect on your own skills and approach to mediating and resolving conflict in becoming an effective practitioner.

You will support your presentation with real-world examples of your own experience where possible.

Recommended resources

Please note this is not a definitive list of resources but it will help you begin your research by acting as a starting point of reference.

Websites

https://civilmediation.org/workplace-mediation/	Civil Mediation Council 'Workplace Mediation' (Article)
www.gov.uk/solve-workplace-dispute/mediation-conciliation-and-arbitration	GOV.UK 'Solve a workplace dispute' (Article)
https://hbr.org/2022/03/dont-underestimate-the-power-of-self-reflection	Harvard Business Review 'Don't Underestimate the Power of Self-Reflection' (Article)
https://humans.io/hr-glossary/conflict-management	Humans 'Conflict Management: Meaning and Best Examples' (Article)
www.indeed.com/career-advice/career-development/levels-of-conflict	Indeed '4 Levels of Conflict and Tips for Managing Them at Work' (Article)
www.iod.com/resources/business-advice/conflict-management/	Institute of Directors 'Conflict management' (Factsheet)
www.mtdtraining.com/blog/thomas-kilmann-conflict-management-model.htm	MTD 'What is the Thomas Kilmann Conflict Management Model? (With examples)' (Blog)

https://online.hbs.edu/blog/post/strategies-for-conflict-resolution-in-the-workplace	Harvard Business School '5 Strategies for Conflict Resolution in the Workplace' (Blog)
www.personio.com/hr-lexicon/conflict-management-models/	Personio '5 Conflict Management Models: Pros and Cons For Each' (Article)
https://purplecv.co.uk/blog/conflict-resolution-model	PurpleCV 'Conflict Resolution Models And How To Use Them At Work' (Blog)
www.raftcares.org/resources/community-blog/constructive-conflict-resolution-in-advocacy-teams/	RAFT 'Navigating Constructive Conflict & Collaboration in Advocacy Teams' (Blog)
www.vital-learning.com/blog/causes-of-workplace-conflict	VitalLearning '6 Common Causes of Workplace Conflict and How to Avoid Them' (Blog)
www.workplacepeaceinstitute.com/post/empower-employees-to-resolve-conflict-in-the-workplace	Workplace Peace Institute 'Empower Employees to Resolve Conflict in the Workplace' (Article)

Journals

- Appelbaum, S.H. et al. (2022) 'A Study of Generational Conflicts in the Workplace', *European Journal of Business & Management Research*, 7(2), pp.7–15.
<https://doi.org/10.24018/ejbmr.2022.7.2.1311>
- Barry, B.M. (2021) 'A strategy model for workplace mediation success', *Mediation Theory and Practice*, 6(1), pp.64–90. <https://doi.org/10.1558/mtp.18557>
- Giebels, E. and Janssen, O. (2020) 'Conflict stress and reduced well-being at work: The buffering effect of third-party help', *European Journal of Work and Organizational Psychology* 14(2), pp. 137-155 <https://doi.org/10.2139/ssrn.602063>
- J.H. Coun, M. et al. (2022) "'To empower or not to empower, that's the question". Using an empowerment process approach to explain employees' workplace proactivity', *The International Journal of Human Resource Management*, 33(14), pp.2829–2855.
<https://doi.org/10.1080/09585192.2021.1879204>
- Modise, J.M. (2023) 'The Impacts of Employee Workplace Empowerment, Effective Commitment and Performance: An Organizational Systematic Review', *International Journal of Innovative Science and Research Technology*, 8(7), pp.25–30.
<https://doi.org/10.5281/zenodo.10060841>
- Munduate, L., Medina, F.J. and Euwema, M.C. (2022) 'Mediation: Understanding a Constructive Conflict Management Tool in the Workplace', *Revista de Psicología del Trabajo y de las Organizaciones*, 38(3), pp.165–173. <https://doi.org/10.5093/jwop2022a20>

Saridi, M. et al. (2019), 'Workplace interpersonal conflicts among healthcare professionals: A survey on conflict solution approach at a General Hospital', *International Journal of Healthcare Management*, 14(4), pp.1–10. <https://doi.org/10.1080/20479700.2019.1661114>

Textbooks

Cottrell, S. (2023) *Critical thinking skills: Effective analysis, argument and reflection*, London: Bloomsbury Publishing.

Folger, J.P., Poole, M.S. and Stutman, R.K. (2024) *Working through conflict: Strategies for relationships, groups, and organizations*, Abingdon: Routledge.

Furlong, G.T. (2020) *The conflict resolution toolbox: Models and maps for analyzing, diagnosing, and resolving conflict*, New Jersey: John Wiley & Sons.

Keashly, L., Minkowitz, H. and Nowell, B.L. (2020) 'Conflict, Conflict Resolution and Workplace Bullying', pp.331–361, in Keashly, L., Minkowitz, H. and Nowell, B. L., *Bullying and Harassment in the Workplace*, Florida: CRC Press.

Liddle, D. (2023) *Managing conflict: A practical guide to resolution in the workplace*, London: Kogan Page Publishers.

Scourfield, P. (2021) *Using advocacy in social work practice: A guide for students and professionals*, Abingdon: Routledge.

Schliesser, C. and Leiner, M. (2025) *Alternative approaches in conflict resolution*, London: Springer Nature.

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Reading Lists. Available at:

<https://hnglobal.highernationals.com/learning-zone/reading-lists>

Student Resource Library. Available at:

<https://hnglobal.highernationals.com/subjects/resource-libraries>

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the context of conflict and the models used to resolve it		D1 Critically evaluate the effectiveness of models used in local practice.
P1 Explain how the different levels of conflict occur in practice settings. P2 Discuss different models used in resolving conflict.	M1 Justify the use of conflict resolution models at different levels.	
LO2 Examine the role of advocacy and empowerment in conflict situations		D2 Produce a strategy to improve the effectiveness of a local service in promoting user advocacy and empowerment in own location.
P3 Explain how local and national advocacy services operate to address individual and group situations of conflict. P4 Outline different approaches to empowering service users or carers to address conflict in own location.	M2 Evaluate the effectiveness of empowerment and advocacy strategies to work with service users or carers in own location, with regard to a current conflict.	
LO3 Explore the role of mediation in resolving conflict in organisations		LO3 and LO4 D3 Critically reflect on own skills and approach to mediating and resolving conflict in becoming an effective practitioner.
P5 Explain the purposes of mediation. P6 Discuss situations in which mediation may be an effective way to resolve conflict.	M3 Justify the use of mediation in situations to resolve conflict in comparison with other tools and techniques.	
LO4 Reflect on own practice in mediating and resolving conflict		
P7 Apply appropriate skills to resolving situations of conflict. P8 Analyse how own attributes and skills contributed towards resolving a conflict.	M4 Reflect on own effectiveness in using different skills and techniques to address challenges faced in resolving a conflict.	

6.0 Support materials

In addition to these AABs, Pearson has a range of additional support materials available. These give centres further information to enhance their development of assignments and assessment practice.

6.1 **Training video – *Assignment Writing and Assessment for RQF Pearson BTEC Higher Nationals***

This training video explores:

- the principles and ethos of assessment in the new RQF Pearson BTEC Higher Nationals
- approaches to, and development of, Assignment Briefs mapped to Learning Outcomes and assessment
- documentation and requirements for Assignment Briefs
- the importance and process of internal verification.

We highly recommend that tutors watch the training video on the Pearson YouTube channel at: <https://www.youtube.com/watch?v=OKqXkz8WJEc>.

6.2 **Training video – *Pearson-set Assignments for RQF Pearson BTEC Higher Nationals***

This training video explores:

- the purpose of the Pearson-set assignment
- the timeline for release of themes and topics
- writing an assignment for the Pearson-set assignment
- integrating external links in learning, teaching and assessment
- related support materials.

We highly recommend that tutors watch the training video on the Pearson YouTube channel at: https://www.youtube.com/watch?v=FkQi_l78_tw.

6.3 Further guidance on RQF Pearson BTEC Higher Nationals

Pearson provides a range of information and guidance to support centres in delivering and managing quality in BTEC Higher Nationals, as shown in *Table 10*.

Visit the *QA Hub* on HN Global at: <https://hnglobal.highernationals.com/qa-hub> for further support, resources and guidance documentation that supports assessment.

Table 10: Information and guidance materials to support centres

Assessment planning
<i>BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment</i> (available at: https://hnglobal.highernationals.com/qa-hub/centre-guidance)
<i>BTEC Higher Nationals RQF Assessment and Feedback Guidance</i> (available at: https://hnglobal.highernationals.com/assessment-and-assignment-templates)
BTEC Higher Nationals Assessment plan template (available at: https://hnglobal.highernationals.com/assessment-and-assignment-templates)
BTEC Higher Nationals Assessment tracking template (available at: https://hnglobal.highernationals.com/assessment-and-assignment-templates)
Assessment design
<i>BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment</i> (available at: https://hnglobal.highernationals.com/qa-hub/centre-guidance)
<i>BTEC Higher Nationals RQF Assessment and Feedback Guidance</i> (available at: https://hnglobal.highernationals.com/assessment-and-assignment-templates)
<i>BTEC Higher Nationals Assignment design for BTEC Higher Nationals Centre performance 2018–2019</i> (available at: https://hnglobal.highernationals.com/assessment-and-assignment-templates)
<i>BTEC Higher Nationals Centre Guide to External Examination (UK)</i> (available at: https://hnglobal.highernationals.com/qa-hub/centre-guidance)
Group work
<i>BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment</i> (available at: https://hnglobal.highernationals.com/qa-hub/centre-guidance)
Peer assessment and self-assessment
<i>BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment</i> (available at: https://hnglobal.highernationals.com/qa-hub/centre-guidance)
Time-constrained assessment activities
<i>BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment</i> (available at: https://hnglobal.highernationals.com/qa-hub/centre-guidance)

Formative assessment
<p><i>BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment</i> (available at: https://hnglobal.highernationals.com/qa-hub/centre-guidance)</p> <p><i>BTEC Higher Nationals – (RQF) Assessment and Feedback Guidance for Centres/Tutors</i> (available at: https://hnglobal.highernationals.com/assessment-and-assignment-templates)</p> <p><i>Student Guide FAQs for BTEC Higher National Assessment and Feedback</i> (available at: https://hnglobal.highernationals.com/assessment-and-assignment-templates)</p>
Assessor feedback
<p><i>BTEC Higher Nationals – (RQF) Assessment and Feedback Guidance for Centres/Tutors</i> (available at: https://hnglobal.highernationals.com/assessment-and-assignment-templates)</p> <p><i>BTEC Higher Nationals Centre Guide to External Examination (UK)</i> (available at: https://hnglobal.highernationals.com/qa-hub/centre-guidance)</p> <p>BTEC Higher Nationals summative assessment feedback form (available at: https://hnglobal.highernationals.com/assessment-and-assignment-templates)</p> <p><i>Student Guide FAQs for BTEC Higher National Assessment and Feedback</i> (available at: https://hnglobal.highernationals.com/assessment-and-assignment-templates)</p>
Internal verification
<p><i>BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment</i> (available at: https://hnglobal.highernationals.com/qa-hub/centre-guidance)</p> <p><i>BTEC Higher Nationals – (RQF) Assessment and Feedback Guidance for Centres/Tutors</i> (available at: https://hnglobal.highernationals.com/assessment-and-assignment-templates)</p> <p><i>BTEC Higher Nationals Centre Guide to External Examination (UK)</i> (available at: https://hnglobal.highernationals.com/qa-hub/centre-guidance)</p> <p>BTEC Higher Nationals internal verification templates (available at: https://hnglobal.highernationals.com/assessment-and-assignment-templates)</p>
Reasonable adjustments for assessment
<p><i>Supplementary guidance for reasonable adjustments and special consideration in internal assessment</i> (available at: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html)</p> <p>Reasonable adjustment application form (available at: https://qualifications.pearson.com/en/support/support-topics/exams/special-requirements/reasonable-adjustment.html)</p>

7.0 Appendices

Appendix 1: Glossary of terms used for internally assessed units

This is a summary of the key command verbs used to define the requirements in the units.

Table 11: Glossary of terms for internal assessment

Command verb	Definition
Analyse	Present the outcome of methodical and detailed examination, either: <ul style="list-style-type: none">• breaking down a theme, topic or situation to interpret and study the interrelationships between the parts, and/or• breaking down information or data to interpret and study key trends and interrelationships. Analysis can be through activity, practice and written or verbal presentation.
Apply	Put into operation or use. Use relevant skills/knowledge/understanding appropriate to context.
Arrange	Organise or make plans.
Assess	Offer a reasoned judgement of the standard/quality of a situation or a skill, informed by relevant facts.
Calculate	Generate a numerical answer, with workings shown.
Compare	Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Compose	Create or make up or form.
Communicate	Convey ideas or information to others.
Create/ Construct	Use skills to make or do something, for example a display or set of accounts.
Critically analyse	Separate information into components and identify characteristics, with depth to the justification.
Critically evaluate	Make a judgement, taking into account different factors and using available knowledge/experience/evidence where the judgement is supported in depth.
Define	State the nature, scope or meaning.
Demonstrate	Show knowledge and understanding.
Describe	Give an account, including all the relevant characteristics, qualities and events.

Command verb	Definition
Design	Plan and present ideas to show the layout/function/workings/object/system/process.
Develop	Grow or progress a plan, ideas, skills and understanding.
Differentiate	Recognise or determine what makes something different.
Discuss	Consider different aspects of a theme or topic, how they interrelate and the extent to which they are important.
Evaluate	<p>Draw on varied information, themes or concepts to consider aspects such as:</p> <ul style="list-style-type: none"> • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. <p>(Students' enquiries should lead to a supported judgement, showing the relationship to its context. This will often be in a conclusion. Evidence may be written or through a presentation or activity.)</p>
Examine	Gather information, scrutinise and draw conclusions based on the findings, to gain a deeper understanding.
Explain	Give an account of the purposes or reasons.
Explore	Skills and/or knowledge involving practical research or testing.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Illustrate	Make clear by using examples or providing diagrams.
Implement	Taking a plan, idea or concept and executing it in a practical and tangible way.
Indicate	Point out, show.
Investigate	Conduct an enquiry or study into something to discover and examine facts and information.
Justify	<p>Give reasons or evidence to:</p> <ul style="list-style-type: none"> • support an opinion • prove something is right or reasonable.
Modify	Make changes or alterations with the intention of improving functionality, effectiveness or overall quality.
Outline	Set out the main points/characteristics.
Plan	Consider, set out and communicate what is to be done.
Produce	Bring into existence.
Reconstruct	Assemble again/reorganise/form an impression.

Command verb	Definition
Report	Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.
Review	Make a formal assessment of work produced. (The assessment allows students to: <ul style="list-style-type: none"> • appraise existing information or prior events • reconsider information with the intention of making changes, if necessary.)
Show how	Demonstrate the application of certain methods/theories/concepts.
Stage and manage	Use organisation and management skills, for example running an event or a business pitch.
State	Express.
Suggest	Give possible alternatives, produce an idea or put forward an idea or plan, for example, for consideration.
Undertake/ Carry out	Use a range of skills to perform a task, research or an activity.

Appendix 2: Summary of the types of assessment method

This is a key summary of the types of assessment method used for BTEC Higher Nationals.

Table 12: Summary of internal assessment methods

Assessment method	Description	Transferable skills development	Formative or summative
Oral/viva	This method asks students to display their knowledge of the subject via questioning.	Oral communication Critical thinking Reasoning	Summative
Peer review	This method asks students to provide feedback on each other's performance. This feedback can be collated for development purposes.	Teamwork Collaboration Negotiation	Formative Summative
Presentation	This method asks students to deliver a project orally or through demonstration.	Oral communication Critical thinking Reasoning Creativity	Formative Summative
Production of an artefact, performance or portfolio	This method requires students to demonstrate that they have mastered skills and competencies by producing something. Examples are: business plans; using a piece of equipment or a method; building models; developing, interpreting and using maps.	Creativity Interpretation Written and oral communication Decision-making Initiative Information and communications Technology Literacy	Summative
Project	This method is a large-scale activity requiring self-direction, planning, research, exploration, outcome and review.	Written communication Information Literacy Creativity Initiative	Summative

Assessment method	Description	Transferable skills development	Formative or summative
Role playing	This method is a type of case study in which there is an explicit situation established, with students playing specific roles to understand what they would say or do in that situation.	Written and oral communication Leadership Information literacy Creativity Initiative	Formative
Self-reflection	This method asks students to reflect on their performance, for example: writing statements of their personal goals for the course at the beginning of the course, what they have learned at the end of the course and their assessment of their performance and contribution; completion of a reflective journal from work experience, detailing skills acquired for employability.	Self-reflection Written communication Initiative Decision-making Critical thinking	Summative
Simulated activity	This method is a multifaceted activity based on realistic work situations.	Self-reflection Written communication Initiative Decision-making Critical thinking	Formative Summative
Team assessment	This method asks students to work together to show skills in defining and structuring an activity as a team. All team assessment should be distributed equally, each of the group members performing their role, and then the team collates the outcomes and submits these as a single piece of work.	Collaboration Teamwork Leadership Negotiation Written and oral communication	Formative Summative

Assessment method	Description	Transferable skills development	Formative or summative
Tiered knowledge	This method encourages students to identify gaps in their knowledge. Students record the main points they have captured well and those they did not understand.	Critical thinking Analysis Interpretation Decision-making Oral and written communication	Formative
Time-constrained assessment	This method covers all assessment that needs to be carried out in a centre-specified, time-constrained period on site.	Reasoning Analysis Written communication Critical thinking Interpretation	Summative
Top ten	This method asks students to create a 'top ten' list of key concepts presented in the assigned reading list.	Teamwork Creativity Analysis Collaboration	Formative
Written activity or report	This method asks students to complete an assignment in a structured written format, for example a business plan, a report, marketing communication, set of instructions or to give information.	Reasoning Analysis Written communication Critical thinking Interpretation	Summative

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