

LEVEL 3



WJEC Level 3 Certificate in  
**MEDICAL SCIENCE**

# SPECIFICATION

Teaching from 2016  
For award from 2017



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# 1 INTRODUCTION

## 1.1 Qualification title and code

WJEC Level 3 Certificate in Medical Science

QAN code: 601/7651/9

## 1.2 Statement of purpose

Medical Science is the science of dealing with the maintenance of health and the prevention and treatment of diseases. The Level 3 Certificate in Medical Science is for learners who are interested in careers related to healthcare and medical research. Medical scientists are at the forefront of healthcare services, as they are vital in the diagnosis of disease, determining the effectiveness of treatments and searching for new cures.

The Level 3 Certificate in Medical Science is for post 16 learners who have already enjoyed and been successful in science. Typically learners starting this qualification will already have science qualifications at level 2, e.g. GCSEs in science subjects or GCSE Applied Science (Double Award).

The main purpose of the qualification is to provide learners with the knowledge, understanding and skills in key scientific principles to support progress to higher education or employment in areas of Medical science, such as job roles in physiological sciences or clinical laboratory services. The qualification covers the key topic areas of health, physiology and disease, as well as providing the opportunity to study the areas of physiological measurement and medical research. In order to achieve the Level 3 Certificate in Medical Science learners are required to complete 3 units:

- Human health and disease;
- Physiological measurement techniques;
- Medical Science research methods.

Each unit has a clear medical science purpose which focuses the learning of scientific knowledge, understanding and skills into a meaningful context.

This qualification equips learners with scientific knowledge and understanding, as well as practical skills that would support progression to a range of job roles within health care. Job roles such as those within life sciences, i.e. carrying out a range of laboratory and scientific tests would be supported by this qualification. Alternatively there would also be opportunities to progress to job roles within the physiological sciences, working directly with patients, measuring and evaluating particular organ and systems, such as scientists working in neurophysiology recording the electrical activity in the brain.

A significant proportion of career opportunities in this sector are at degree level. When supported by other appropriate qualifications, the Level 3 Certificate in Medical Science will enable progression to higher education to a range of Applied Science programmes, such as biomedical science, life sciences, and physiology.

The Level 3 Certificate in Medical Science is one of two qualifications offered by WJEC in this subject area. The level 3 Certificate is equivalent in size to 50% of an A level. WJEC also offers a Diploma in Medical Science which is equivalent to an A level.

Studying the level 3 Certificate in Medical Science allows time in the curriculum for other qualifications to be studied alongside it, these would typically be A levels such as Psychology or Chemistry or another Applied General qualification in an area such as Health and Social Care or Environmental Science.

The level 3 Certificate in Medical Science is intended to be an Applied General qualification.

The level 3 Certificate in Medical Science is supported by a number of Higher Education Institutions including:

Bangor University  
Bristol University of the West of England  
Cardiff Metropolitan University  
Swansea University  
University of Chester

These universities recognise this qualification for entry to a specified degree programmes. Copies of the letters of support can be found on the qualification page of the WJEC and WJEC Eduqas websites.

## 2 QUALIFICATION STRUCTURE

### WJEC Level 3 Certificate in Medical Science

The units are summarised in the table below.

Unit number	WJEC entry code	Unit title	Mandatory/ optional	Assessment (external/ internal)	GLH
1.	xxxxx	Human health & disease	mandatory	external	90
2.	xxxxx	Physiological measurement techniques	mandatory	internal	45
3.	xxxxx	Medical Science research methods	mandatory	internal	45

Learners need to complete the **three** units to achieve the WJEC Level 3 Certificate in Medical Science. Unit 1 is synoptic for the qualification.

## 3 ASSESSMENT

WJEC Level 3 Certificate in Medical Science is assessed using a combination of internal and external assessment.

### 3.1 Relative weighting of assessment

The relative weighting of the internal and external assessment is shown in the table below.

	Internal		External
Unit no.	2	3	1*
%	25	25	50

\* The unit 1 exam will also be synoptic for units 2 & 3

### 3.2 External assessment

Assessment of unit 1 is in the form of a written examination (sections 3.2.1 and 3.2.2)

#### 3.2.1 Unit 1

This examination is synoptic and will include questions based upon content from unit 2 and unit 3 as well as unit 1 of the qualification. Synoptic questions will require the learner to integrate the knowledge, understanding and skills from units 2 and 3 in the context of human health and disease (unit 1 content). It will consist of one written **two hour (90 marks)** examination available in the summer of each year.

Assessment criteria from each learning outcome from unit 1, and content from unit 2 and unit 3 will be assessed in the examination. Marks will be apportioned as follows:

Unit	Unit 1				Unit 2	Unit 3	
Learning Outcome	LO1	LO2	LO3	LO4			Total
Allowed range	18-23	18-23	18-23	10-15	8-12	8-12	90

Each paper will consist of two sections (Section **A** and **B**). All questions in both sections will be compulsory.

#### Section A

- Questions will be based upon a pre-release article and connected specification content.
- The pre-release article is intended to provide a medical context for questions in section **A**. It will also contain medical data and information for analysis and/or evaluation.
- Between 22 and 25 marks will be available for Section **A**.



## Section B

- Questions set within a medical context. All questions will require the learner to engage with stimulus material. Stimulus material may include images, diagrams, photographs, graphs and information.

### 3.2.2 Administration of pre-release material (unit 1)

The pre-release article will be available for centres to download from the WJEC website from the last week of April. Teachers can use the pre-release material in lessons with learners after it has been released on the WJEC website.

Learners will be issued with a clean copy of the pre-release article for the examination. Learners are not permitted to take an annotated copy of the pre-release article into the examination.

### 3.2.3 Resitting external assessment

Learners are allowed **one** resit of each external unit. The highest grade will contribute towards the overall grade for the qualification.

## 3.3 Internal assessment

These units are internally assessed and externally moderated: Unit 2 Unit 3

For internal assessment, WJEC Level 3 Certificate in Medical Science have adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'GCSE, GCE, ELC, Functional skills, Principal Learning in the Diploma and Project Qualifications instructions for conducting controlled assessment'. This document can be accessed through the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)). Each centre must ensure that internal assessment is conducted in accordance with these controls.

The following principles apply to the assessment of each internally assessed unit.

- Units are assessed through summative controlled assessment.
- Controls for assessment of each internally assessed unit are provided in a model assignment.
- Each internally assessed unit must be assessed independently. Learners may produce a piece of evidence that contributes to assessment criteria for more than one unit. This is acceptable provided it can be clearly attributed to a specified assessment criterion and has been produced under the appropriate controlled conditions for each unit.
- Performance bands are provided to enable centres to mark the controlled assessment.

There are three stages of assessment that will be controlled:

- task setting;
- task taking;
- task marking.

### **Controls Task setting**

For internal assessment, WJEC has produced model assignments for each unit. Centres are, however, allowed to modify the assignment within specified parameters. This will allow centres to tailor the assessment to local needs.

The model assignment has been written to ensure the following controls are in place.

- Each unit is assessed through one assignment.
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit society, a community, organisation or company. Further details are in the rationale in Section 1.2.
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment.
- The assignment must provide each learner with the opportunity to address all assessment criteria and all performance band requirements.
- The assignment must indicate the acceptable forms of evidence. These must conform to those forms set out in the model assignment.
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose. Sample documentation for this activity is provided with each model assignment.

Model assignments are available from the WJEC secure website.

### **Task taking**

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

#### **Time**

Each model assignment will specify the total amount of time available for summative assessment. Centres have the discretion for how that time is allocated to each task.

#### **Resources**

The assessor can determine which resources should be provided to all learners to ensure fair and valid assessment takes place. Where specific resource controls must be in place, these will be stated in the model assignment.

#### **Supervision**

Learners must normally be supervised by an assessor whilst completing controlled assignment tasks. Model assignments will specify if supervision is not required. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

## **Authentication**

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not expected to provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the performance bands and how they can be interpreted. Assessors must intervene where there is a Health and Safety hazard observed.

Learners can review and redraft evidence independently within the time controls for the assessment.

Learners must sign a declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign a declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

## **Collaboration**

The model assignment will indicate whether:

- group work must take place;
- group work is forbidden;
- centres can elect to complete tasks through group work.

Where group work takes place, the following principles must be applied.

- Tasks should allow each member of the group to have full access to all performance bands for all assessment criteria;
- Learners must provide an individual response as part of any task outcome;
- Evidence of individual response may include written evidence (e.g. notes, evaluations, mind maps, etc.) and/or audio-visual evidence (e.g. recordings, photographs, drawings, designs, etc.);
- Evidence must be clearly attributable to each individual member of the group;
- Individual contributions must be clearly identified and stated on the accompanying authentication sheet which must be signed by both the teacher and the candidate;
- Assessment of the individual must be based on the individual contribution to the evidence produced;
- Learners achievement must not be affected by the poor performance of other group members;
- Learners' achievement must not benefit from the performance of other group members.

## Resubmission

Learners may resubmit internally assessed units. The learner must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

Learners have one resit opportunity for each assessed unit.

Where an individual learner who has previously submitted group work for assessment wishes to resit an internally assessed unit, one of the following options **must** be taken:

- the candidate must create a new piece of work within the same group;
- the candidate must create a new piece of work within a new group;
- the candidate must create a new piece of work with non-assessed candidates;
- the candidate must create an individual piece of work.

The same levels of control for group work, as outlined above, will apply to candidates who choose to re-sit.

## Task marking

All marking of evidence must be made against the assessment criteria and performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in the model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

Performance evidence, for example of giving a presentation, must be made on observation records. Observation records will include a description of learner performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement.

Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included. Each model assignment that allows performance evidence will include a sample observation record and witness statement.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- Assessment is conducted under specified controlled conditions;
- They are clear about the requirements of the learning outcomes, assessment criteria and performance band statements prior to commencing controlled assessment;
- Evidence presented for assessment is authentic;
- Assessment decisions are accurately recorded;
- Evidence is appropriately annotated;
- Observation records contain sufficient detail for objective corroboration of decisions;
- Judgements are only made against the performance band statements.

## 3.4 Synoptic assessment

Synoptic assessment 'requires a candidate to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the course content.'

*'Level 3 Vocational Qualifications for 16-19 year olds. Technical Guidance for Awarding Organisations' DfE p14*

### Unit 1

Unit 1 in the WJEC Level 3 Certificate in Medical Science is an external unit with a synoptic component that requires learners to integrate their knowledge, understanding and skills from units 2 and 3 in the context of human health and disease (context of learning in unit 1). The assessment will require the learner to show holistic understanding between the content of unit 1, unit 2 and unit 3, and requires learners to transfer knowledge, understanding and skills learnt in one context to another.

## 3.5 Standardisation

Centres are expected to standardise internal assessment decisions. This is the process by which centres ensure that all learners are judged to the same standard across different assessors, teaching groups and from year to year. Evidence of standardisation should be submitted with learner evidence.

Where more than one assessor is involved, the centre must appoint a Lead Assessor. The role of the Lead Assessor is to:

- Document all activities;
- Ensure that the assignment presented to learners is fit for purpose and complies with all controls;
- Ensure all assessors have appropriate documentation in place to support fair and valid assessment decisions;
- Ensure all assessment activities are in accordance with the task taking controls for the unit;
- Sample assessment judgements at appropriate times to ensure the performance bands are correctly and consistently applied;
- Provide feedback to assessors;
- Provide support to assessors on interpretation of performance band requirements.

## 4 GRADING

This is a unitised specification which allows for an element of staged assessment. Learners can only resit an internally or externally assessed unit once (with the better result counting) before aggregation for the qualification award. Results for a unit have a shelf-life limited only by the shelf-life of the specification.

### 4.1 Unit grading

Unit grades will be awarded to give a general indication of the standards of achievement shown by learners. Unit grades will be awarded as shown in the table below. The descriptions must be interpreted in relation to the content specified by the unit; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met these overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others. Learners who fail to achieve an E grade in a particular unit will be awarded a U (unclassified grade) for that unit.

Individual unit results are reported on a uniform mark scale (UMS). The grade equivalences for the Level 3 Certificate in Medical Science are given in the following table.

Unit	Assessment type	Raw Mark	weighting %	UMS mark	UMS grade boundaries				
					A	B	C	D	E
1	<b>External</b>	90	50	240	192	168	144	120	96
2	Internal	80	25	120	96	84	72	60	48
3	Internal	92	25	120	96	84	72	60	48

## 4.2 Qualification grading

The Level 3 Certificate in Medical Science qualification is reported on a five point scale: E, D, C, B, & A. The attainment of learners who do not reach the minimum standard for an E grade will receive a U (unclassified) grade and will not receive a qualification certificate.

Learners may only resit a unit once, with the better result counting, before aggregation for the qualification award. A learner may retake the whole qualification more than once.

To achieve an A, B, C, D or E grade, learners must obtain:

- the minimum UMS mark for the qualification grade (see **Table: UMS and qualification grade**);
- and**
- a minimum of an E grade in **all units**.

**Table: UMS and qualification grade**

Grade	A	B	C	D	E	Max. Mark
Mark	384	336	288	240	192	480

Units are common to the WJEC Diploma in Medical Science.

## 5 Units

### Unit 1 Human health and disease

WJEC unit entry code

Guided learning hours 90

#### Aim and purpose

This unit develops knowledge and understanding of human anatomy and physiology. The unit will develop an understanding of the function of organ systems and some problems that can occur in these systems.

The unit will enable learners to understand the normal functioning of the body at a cellular and physiological system level. They will learn how these systems react in different situations, and how these systems can go wrong in order to report on health of individuals.

#### Unit introduction

What systems are fundamental to maintenance of human life? How do these systems work normally? How do systems influence each other? How do these systems compensate when our activities change? Why do these systems sometimes go wrong?

Healthcare professionals and scientists working in the healthcare sector need to understand the anatomy and physiology of the human body. An understanding of how physiological systems work under normal circumstances is fundamental to maintain good health. This understanding is also crucial to enable treatment of individuals when injury or disease occurs. There are a huge number of healthcare professionals that deliver care and treatment to a diverse range of patients. Scientists also work in the healthcare sector, as well as in universities, government agencies and in the pharmaceutical and bioscience industries.

Some of the features and characteristics of healthcare professionals and medical scientists such as meeting deadlines, attention to detail, methodical approach and analytical thinking are important transferable skills, applicable in all aspects of life and work. They must have good communication skills as liaison with patients, other scientists and healthcare workers, and other agencies is often necessary.

This unit is designed to help you understand the ways that healthcare professionals and scientists involved within the medical sector work so that you will be able to tackle problems and answer questions in a medical context. This will involve you examining the key principles that underlie the functioning of our body systems, how they are maintained and how problems can arise.



Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO1</b> understand biological principles	<b>AC1.1</b> describe the function of main classes of biological molecules in humans  <b>AC1.2</b> describe structure of human cells	<b>Classes of biological molecules</b> <ul style="list-style-type: none"> <li>• carbohydrates             <ul style="list-style-type: none"> <li>○ monosaccharides, disaccharides, polysaccharides</li> </ul> </li> <li>• lipids             <ul style="list-style-type: none"> <li>○ triglycerides, phospholipids, steroids</li> </ul> </li> <li>• proteins and enzymes             <ul style="list-style-type: none"> <li>○ mechanisms of action (lock and key, induced fit)</li> <li>○ factors affecting enzyme reactions (temperature, pH, substrate concentration, enzyme concentration, inhibitors)</li> </ul> </li> <li>• nucleotides             <ul style="list-style-type: none"> <li>○ ATP</li> </ul> </li> <li>• nucleic acids             <ul style="list-style-type: none"> <li>○ DNA</li> <li>○ RNA</li> </ul> </li> </ul> <b>Human cellular structure</b> <ul style="list-style-type: none"> <li>• plasma membrane</li> <li>• nucleus</li> <li>• nucleolus</li> <li>• endoplasmic reticulum</li> <li>• golgi apparatus</li> <li>• mitochondria</li> <li>• nuclear envelope</li> </ul>
	<b>AC1.3</b> explain transport systems in cells	<b>Movement into and out of cells</b> <ul style="list-style-type: none"> <li>• simple diffusion</li> <li>• osmosis</li> <li>• facilitated diffusion</li> <li>• active transport</li> <li>• endo/exocytosis</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO1</b> cont.	<b>AC1.4</b> explain how cells process information	<b>DNA mechanisms</b> <ul style="list-style-type: none"> <li>• semi conservative replication</li> <li>• transcription</li> <li>• translation</li> <li>• 'one gene one protein' hypothesis</li> <li>• triplet code</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO2</b> understand function of human physiological systems	<b>AC2.1</b> describe structure of human physiological systems	<p><b>Systems</b></p> <ul style="list-style-type: none"> <li>• endocrine, nervous system, musculoskeletal system, digestive system, cardiovascular system, lymphatic system, respiratory system, integumentary system, immune system</li> </ul> <p><b>Endocrine system</b></p> <ul style="list-style-type: none"> <li>• pancreas, pituitary, kidney</li> </ul> <p><b>Nervous system</b></p> <ul style="list-style-type: none"> <li>• CNS</li> <li>• PNS</li> </ul> <p><b>Musculoskeletal system</b></p> <ul style="list-style-type: none"> <li>• spinal column, joints, muscles</li> </ul> <p><b>Digestive system</b></p> <ul style="list-style-type: none"> <li>• mouth, oesophagus, stomach, pancreas, liver, duodenum, ileum, colon</li> </ul> <p><b>Cardiovascular system</b></p> <ul style="list-style-type: none"> <li>• blood vessels             <ul style="list-style-type: none"> <li>○ arteries, veins, capillaries</li> </ul> </li> <li>• heart             <ul style="list-style-type: none"> <li>○ coronary arteries, chambers, aorta, pulmonary artery, vena cava, pulmonary vein, cardiac muscle, valves</li> </ul> </li> <li>• blood             <ul style="list-style-type: none"> <li>○ plasma, platelets, red blood cells, white blood cells, blood group</li> </ul> </li> </ul> <p><b>Lymphatic system</b></p> <ul style="list-style-type: none"> <li>• vessels, nodes</li> </ul> <p><b>Respiratory system</b></p> <ul style="list-style-type: none"> <li>• lung, trachea, bronchi, bronchioles, alveoli, pleural membranes, ribs, diaphragm</li> </ul> <p><b>Integumentary system</b></p> <ul style="list-style-type: none"> <li>• structure of skin</li> </ul> <p><b>Immune system</b></p> <ul style="list-style-type: none"> <li>• white blood cells</li> <li>• antibodies</li> <li>• basic complement system</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO2</b> cont.	<b>AC2.2</b> explain function of human physiological systems	<p><b>Endocrine System</b></p> <ul style="list-style-type: none"> <li>• purpose of system</li> <li>• role of the pancreas</li> <li>• action of insulin, action of glucagon</li> <li>• role of the kidney</li> <li>• action of ADH</li> </ul> <p><b>Nervous system</b></p> <ul style="list-style-type: none"> <li>• purpose of system</li> <li>• voluntary and involuntary responses</li> </ul> <p><b>Musculoskeletal system</b></p> <ul style="list-style-type: none"> <li>• purpose of system</li> <li>• sliding filament theory</li> </ul> <p><b>Digestive system</b></p> <ul style="list-style-type: none"> <li>• purpose of system</li> <li>• chemical digestion</li> <li>• mechanical digestion</li> <li>• bile production</li> <li>• glucose metabolism</li> <li>• absorption</li> </ul> <p><b>Cardiovascular system</b></p> <ul style="list-style-type: none"> <li>• purpose of system</li> <li>• control of heartbeat</li> </ul> <p><b>Lymphatic system</b></p> <ul style="list-style-type: none"> <li>• formation of tissue fluid</li> <li>• formation of lymph</li> </ul> <p><b>Respiratory system</b></p> <ul style="list-style-type: none"> <li>• purpose of system</li> <li>• control of breathing</li> <li>• role of pulmonary surfactant</li> </ul> <p><b>Integumentary system</b></p> <ul style="list-style-type: none"> <li>• purpose of system</li> <li>• thermoregulation</li> </ul> <p><b>Immune System</b></p> <ul style="list-style-type: none"> <li>• purpose of system</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO3</b> understand how external factors impact on the body	<b>AC 3.1</b> explain how lifestyle may affect major body systems	<p><b>Affects</b></p> <ul style="list-style-type: none"> <li>• physiological and psychological effects</li> </ul> <p><b>Physiological effects</b></p> <ul style="list-style-type: none"> <li>• coronary heart disease</li> <li>• diabetes</li> <li>• nutrient deficiencies</li> <li>• obesity</li> <li>• alcohol/drug dependency</li> <li>• lung disease</li> </ul> <p><b>Psychological effects</b></p> <ul style="list-style-type: none"> <li>• stress</li> <li>• depression</li> </ul>
	<b>AC3.2</b> assess how lifestyle may impact health	<p><b>Lifestyle</b></p> <p>Examples</p> <ul style="list-style-type: none"> <li>• diet, alcohol and recreational drugs</li> <li>• smoking</li> <li>• exercise/physical activity</li> <li>• housing</li> <li>• type of employment</li> </ul>
	<b>AC3.3</b> explain how pathogens can affect body systems	<p><b>Pathogens</b></p> <ul style="list-style-type: none"> <li>• viruses</li> <li>• bacteria</li> <li>• protozoan</li> <li>• fungal</li> <li>• worms</li> <li>• prions</li> </ul>
	<b>AC3.4</b> explain how non-infectious diseases affect body systems	<p><b>Non-infectious conditions</b></p> <ul style="list-style-type: none"> <li>• allergies</li> <li>• autoimmune diseases</li> <li>• cancer</li> <li>• Inherited diseases e.g. dominant, recessive and sex-linked</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO4</b> be able to report on human health	<b>AC4.1</b> analyse data	<b>Qualitative</b> <ul style="list-style-type: none"> <li>e.g. interviews, observation, diaries (link to unit 3)</li> </ul> <b>Quantitative</b> <ul style="list-style-type: none"> <li>physiological methods (link to unit 2)</li> </ul>
	<b>AC4.2</b> process data	<b>Process data</b> <ul style="list-style-type: none"> <li>graphical methods, calculations</li> </ul> <b>Graphical methods</b> <ul style="list-style-type: none"> <li>scatter diagrams, line graphs, trend lines</li> <li>bar charts</li> </ul> <b>Calculations</b> <ul style="list-style-type: none"> <li>expressions in decimal and standard form</li> <li>interchange ratios, fractions and percentages</li> <li>find arithmetic means</li> <li>make order of magnitude calculations</li> <li>substitute numerical values into algebraic equations and solve them using appropriate units for physical quantities</li> <li>translate information between graphical and numeric form</li> <li>determine the slope of a linear graph</li> </ul> <b>Significant figures</b> <ul style="list-style-type: none"> <li>expresses information to appropriate number of significant figures</li> </ul>
	<b>AC4.3</b> make evidence based conclusions	<b>Conclusions</b> <ul style="list-style-type: none"> <li>comparison of data</li> <li>linking of ideas</li> <li>uncertainty in conclusions</li> </ul>
	<b>AC4.4</b> report on health	<b>Report Communication</b> <ul style="list-style-type: none"> <li>language style and accuracy</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>spelling, grammar, structure</li> </ul> <b>Style</b> <ul style="list-style-type: none"> <li>formal, informal</li> <li>appropriateness for audience</li> </ul> <b>Audience</b> <ul style="list-style-type: none"> <li>individual</li> <li>technical, non-technical</li> </ul>

## Assessment

This unit is assessed through a written examination set each summer. Details relating to the external assessment and the management of the pre-release article accompanying the examination can be found in **section 3.2.1** and **3.2.2** of the specification.

## Guidance for Delivery

### Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- arranging visits to work places, e.g. clinical laboratories or healthcare establishments.
- arranging talks by visiting speakers, e.g. healthcare professionals, clinical scientists or scientists working in the pharmaceutical industry.
- using data from websites such as Public Health Wales/England to look at causes and spread of disease.
- Developing learning activities in conjunction with universities or healthcare professionals.

This unit is closely related to the content and context of units 2 and 3. The content is therefore best integrated into the delivery of units 2 and 3.

## Resources

### Textbooks

A level Biology Textbooks

### Websites

Biochemical Society – resources for teaching concepts at Level 3

<http://www.biochemistry.org/Education/Teachers.aspx>

apbi – resources for teaching cell biology

<http://abpishools.org.uk/page/modules/cellbiology/.cfm?age=Age%20range%2016-19&subject=Science>

The A level Biologist – resources for many parts of this unit

<http://www.thealevelbiologist.co.uk/the-passage-of-waterthrough-a-plant>

S-cool – resources for many topics covered by this unit

<http://www.s-cool.co.uk/a-level/biology>

Society of biology – resources available for teaching this unit

<http://www.societyofbiology.org/education/teaching-resources>

Office of National Statistics – useful for obtaining data to study nationwide prevalence of disease <http://www.ons.gov.uk/ons/index.html>

NHS Choices – useful to study how lifestyle and disease affects health

<http://www.nhs.uk/Pages/HomePage.aspx>

Nuffield Foundation – a number of practical activities available to support the teaching of this unit <http://www.nuffieldfoundation.org/practical-biology/health-and-disease>

Society for General Microbiology – many resources for teaching infectious diseases and microbiology <http://www.sgm.ac.uk/>

Public Health Wales- a useful website for information on health problems in Wales

<http://www.publichealthwales.wales.nhs.uk/>



## Unit 2                    Physiological measurement techniques

WJEC unit entry code

Guided learning hours    45

### **Aim and purpose**

This unit develops knowledge and understanding about the physiological measurements that can be made to assess the function of major body systems. It relates anatomy and physiology to physiological measurement test results, through an understanding of the principles of the measurement techniques.

The unit will enable learners to perform tests which will accurately measure a range of physiological functions. They will be able to interpret the results of these tests and other tests and link this to possible physiological disorders.

### **Unit introduction:**

Physiological measurements play a very important role in the diagnosis and treatment of patients in a range of clinical settings. What simple clinical measurements can be carried out? How are complex measurements carried out? How do we know what measurement to select?

When physiological measurements are carried out - such as measuring temperature, pulse rate or respiration rate – healthcare professionals are monitoring for signs of abnormality (i.e. anything that falls outside of the 'normal' range). Health professionals will then be able to draw conclusions about the health status of the individual and evaluate any treatments they may require. Most healthcare scientists involved with physiological measurement work in hospital clinics and departments or as part of surgical teams.

This unit is designed to help you understand how healthcare scientists who work in physiological sciences, investigate the function of body systems by undertaking physiological measurements. This involves using specialist equipment, advanced technologies and a range of different procedures.

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<p><b>LO1</b> understand the function of physiological measurement tests</p>	<p><b>AC1.1</b> explain principles of physiological measurement tests</p>	<p><b>Physiological measurement tests</b></p> <ul style="list-style-type: none"> <li>• cardiac physiology (e.g. electrocardiograms (ECG): ambulatory and stress, echocardiography, exercise tolerance testing, blood pressure)</li> <li>• respiratory physiology (e.g. respiratory rate, peak expiratory flow, spirometry, oximetry)</li> <li>• neurophysiology (e.g. nerve conduction studies, electromyography, electroencephalography, evoked potentials)</li> <li>• audiology (otoscopic examination, pure tone audiometry, tympanometry tuning fork tests)</li> <li>• GI physiology (endoscopy, measurement of muscle and sphincter function)</li> <li>• ophthalmic physiology (ophthalmic imaging, intra-ocular pressure measurements)</li> <li>• urodynamics (free flow rate, cystometry)</li> <li>• vascular function (scans: carotid, peripheral arterial, peripheral venous)</li> </ul> <p><b>Principles</b></p> <ul style="list-style-type: none"> <li>• how does the test work</li> </ul>
	<p><b>AC1.2</b> explain significance of data obtained from physiological measurements</p>	<p><b>Significance</b></p> <ul style="list-style-type: none"> <li>• normal range</li> <li>• outside normal range</li> <li>• indicators of disease/ disorders</li> </ul> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• cardiovascular disease such as coronary heart disease, congenital heart disease, arrhythmias</li> <li>• hearing impairment/loss</li> <li>• eye disease, vision disorders</li> <li>• conditions affecting the central and peripheral nervous system</li> <li>• conditions affecting upper and lower GI tract</li> <li>• conditions affecting bladder and lower urinary tract function</li> <li>• conditions affecting arteries and veins e.g. DVT</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO1 cont.</b>	<b>AC1.3</b> describe limitations of physiological measurement testing	<b>Limitations</b> <ul style="list-style-type: none"> <li>• precision &amp; accuracy</li> <li>• artefacts</li> <li>• sensitivity</li> <li>• measurement errors</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO2</b> understand how to deal with patients	<b>AC2.1</b> explain importance of patient confidentiality	<b>Confidentiality</b> <ul style="list-style-type: none"> <li>• codes of practice (e.g. NHS code of practice) <ul style="list-style-type: none"> <li>○ protect information, inform, provide</li> </ul> </li> <li>• Disclosure of information</li> </ul>
	<b>AC2.2</b> describe conduct towards patients	<b>Conduct</b> <ul style="list-style-type: none"> <li>• empathy</li> <li>• tone</li> <li>• use of language</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO3</b> be able to carry out physiological measurement tests	<b>AC3.1</b> plan to perform physiological measurement tests	<b>Key aspects of plan</b> <ul style="list-style-type: none"> <li>• identifies information to collect</li> <li>• procedures and equipment</li> <li>• location</li> <li>• timing</li> <li>• informing individuals</li> </ul> <b>Procedures and equipment</b> <ul style="list-style-type: none"> <li>• identifies procedures</li> <li>• informs technician of required equipment and times</li> </ul> <b>Informing individuals</b> <ul style="list-style-type: none"> <li>• patients</li> <li>• other personnel affected (e.g. facilities)</li> </ul>
	<b>AC3.2</b> use physiological testing equipment	<b>Equipment</b> <b>e.g.</b> <ul style="list-style-type: none"> <li>• peak flow meter</li> <li>• equipment for hearing tests (e.g. otoscope, pure tone audiometer, tympanometer)</li> <li>• equipment for ophthalmic tests (e.g. visual acuity, field of vision and colour vision)</li> <li>• cardiovascular equipment (e.g. electrocardiogram-ECG, echocardiography (Echo) blood pressure monitor, pulse oximeter)</li> </ul>
	<b>AC3.3</b> record results from physiological measurement tests	<b>Recording documentation</b> <ul style="list-style-type: none"> <li>• laboratory notebook</li> <li>• proforma</li> <li>• LMS/database records</li> </ul> <b>Records made</b> <ul style="list-style-type: none"> <li>• information recorded</li> <li>• precision of recorded data</li> <li>• legible entries</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO4</b> be able to report on physiological measurement testing	<b>AC4.1</b> process data from physiological measurement tests	<b>Physiological measurement tests</b> <ul style="list-style-type: none"> <li>• primary data</li> <li>• secondary data</li> </ul> <b>Process data</b> <ul style="list-style-type: none"> <li>• graphical methods</li> <li>• calculations</li> </ul>
	<b>AC4.2</b> make evidence based conclusions about the “health” of individuals	<b>Comparisons</b> <ul style="list-style-type: none"> <li>• comparison of data to expected norms, considering age, gender, ethnicity</li> <li>• comparison of data to previous test results: patient history</li> </ul> <b>Physiological basis of findings</b> <ul style="list-style-type: none"> <li>• link findings to expected physiology and possible pathology</li> <li>• any uncertainty in conclusions</li> </ul>
	<b>AC4.3</b> evaluate information from physiological measurement tests	<b>Evaluation</b> <ul style="list-style-type: none"> <li>• validity of data</li> <li>• presence of artefacts</li> <li>• variables affecting data</li> </ul>
	<b>AC4.4</b> communicate in writing	<b>written communication</b> <ul style="list-style-type: none"> <li>• technical and scientific language</li> <li>• spelling, punctuation and grammar</li> <li>• clarity</li> <li>• relevance of included material</li> <li>• structure of communication</li> </ul> <b>Audiences</b> <ul style="list-style-type: none"> <li>• colleagues, patients</li> </ul> <b>Style of language/format used</b> <ul style="list-style-type: none"> <li>• scientific and technical</li> <li>• semi technical, non-technical</li> <li>• illustrations</li> </ul>

Learning Outcome The learner will:	Assessment criteria The learner can:	Performance bands		
		Band 1	Band 2	Band 3
LO1 understand the function of physiological measurement tests	AC1.1 explain principles of physiological measurement tests	<p>Gives an explanation of the principles of a specified physiological measurement test</p> <p><i>Low level explanations may not always clearly show reasoning</i></p> <p><b>Test 1</b>            1-2 <b>Test 2</b>            1-2 <b>Test 3</b>            1-2</p> <p><i>Three different tests to be individually marked against performance descriptors</i></p>	<p>Gives a mainly accurate and coherent explanation showing some detailed reasoning of the principles of a specified physiological measurement test</p> <p><b>Test 1</b>            3-4 <b>Test 2</b>            3-4 <b>Test 3</b>            3-4</p>	<p>Gives an accurate and coherent explanation showing detailed reasoning of the principles of a specified physiological measurement test</p> <p><b>Test 1</b>            5-6 <b>Test 2</b>            5-6 <b>Test 3</b>            5-6</p> <p style="text-align: right;"><i>Max. mark available 18</i></p>
	AC1.2 explain significance of data obtained from physiological measurement tests	<p>Gives an explanation of significance of data obtained from some physiological measurement tests</p> <p><i>Low level explanations may not always clearly show reasoning</i></p> <p style="text-align: center;">1-2</p>	<p>Gives a mainly accurate and coherent explanation of the significance of data obtained from some physiological measurement tests</p> <p style="text-align: center;">3-4</p>	<p>Gives an accurate and coherent explanation of the significance of data obtained from three physiological measurement tests</p> <p style="text-align: center;">5-6</p>
	AC1.3 describe limitations of physiological measurement testing	<p>Gives a description of some limitations in physiological measurement testing</p> <p style="text-align: center;">1-2</p>	<p>Gives a mainly clear description of the limitations in physiological measurement testing</p> <p><i>Some parts may be in detail</i></p> <p style="text-align: center;">3-4</p>	<p>Gives a clear and detailed description of the limitations of physiological measurement testing.</p> <p style="text-align: center;">5-6</p>

Zero marks to be awarded where there is insufficient evidence to achieve a mark at band 1

Learning Outcome The learner will:	Assessment criteria The learner can:	Performance bands		
		Band 1	Band 2	Band 3
LO2 understand how to deal with patients	AC2.1 explain importance of patient confidentiality	Gives an explanation of the importance of patient confidentiality  <i>Low level explanations may not always clearly show reasoning</i>  1-2	Gives a mainly accurate and coherent explanation of the importance of patient confidentiality    3-4	Gives an accurate and coherent explanation of the importance of patient confidentiality    5-6
	AC2.2 describe conduct towards patients	Gives a description of some conduct towards patients    1-2	Gives a mainly clear description of conduct towards patients  <i>Some parts may be in detail</i> 3-4	Gives a clear and detailed description of conduct towards patients    5-6
LO3 be able to carry out physiological measurement tests	AC3.1 plan to perform physiological measurement tests	Gives some key aspects of performing physiological measurement tests in the plan    1-2	Gives a mainly detailed and suitable plan to perform physiological measurement tests  <i>Some parts may be in detail</i>   3-4	Gives a detailed and suitable plan that covers all key aspects of how to perform physiological measurement tests.  <i>The plan is logically structured and can be easily understood</i>   5-6
	AC3.2 use physiological testing equipment	Correctly uses some physiological testing equipment    1-2	Correctly uses a range of physiological testing equipment    3-4	
	AC3.3 record results from physiological measurement tests	Most key data is recorded  Entries are generally legible  Some data recorded to appropriate precision   1	All key data is recorded  Most entries are legible  Most data recorded to appropriate precision and with suitable units   2-3	All key data is recorded  All entries are legible  All data recorded to appropriate precision and with suitable units   4

Zero marks to be awarded where there is insufficient evidence to achieve a mark at band 1

Learning Outcome The learner will:	Assessment criteria The learner can:	Performance bands		
		Band 1	Band 2	Band 3
<b>LO4</b> be able to report on physiological testing	<b>AC4.1</b> process data from physiological measurement tests	Processes data from physiological measurement tests using appropriate techniques.  Some aspects of graphs/calculations are clearly and logically presented  Makes a limited use of significant figures. 1-2	Accurately processes data from physiological measurement tests using appropriate techniques.  Graphs/calculations are mostly clearly and logically presented  Makes some appropriate and accurate use of significant figures. 3-4	Consistently, systematically and accurately processes data from physiological measurement tests using appropriate techniques. Graphs/calculations are clearly and logically presented  Consistently makes appropriate and accurate use of significant figures. 5-6
	<b>AC4.2</b> make evidence based conclusion about the "health" of individuals	Makes some simple and mostly appropriate conclusions based upon evidence Some conclusions are linked to the evidence 1-2	Makes valid conclusions based upon evidence (with some detail)  The conclusions are clearly linked to the evidence 3-4	Makes valid and detailed conclusions based upon evidence  The conclusions are clearly and logically linked to the evidence 5-6
	<b>AC4.3</b> evaluate information from physiological measurement tests	Makes some valid judgements about information from physiological measurement tests with some reasoning 1-2	Makes mainly valid judgements about information from physiological measurement tests, showing clear reasoning 3-4	Makes valid judgements about information from physiological measurement tests, showing clear reasoning 5-6
	<b>AC4.4</b> communicate in writing	Communicates some information from physiological measurement tests  Uses some scientific and technical language appropriate to the audience.  Uses some appropriate styles and structure  Uses some accurate spelling, punctuation and grammar 1-2	Mostly clearly communicates information from physiological measurement tests  Mostly uses scientific and technical language appropriate to the audience.  Uses mostly appropriate styles and structure  Uses mostly accurate spelling, punctuation and grammar 3-4	Clearly communicates information from physiological measurement tests  Consistently uses scientific and technical language appropriate to the audience.  Uses appropriate styles and structure  Uses accurate spelling, punctuation and grammar 5-6

Zero marks to be awarded where there is insufficient evidence to achieve a mark at band 1



## Assessment

This unit is internally assessed and externally moderated through a summative controlled assessment. All assessment must be conducted under controlled assessment conditions. **Section 3.3** of the specification details the principles involved in internal assessment. WJEC has produced a model assignment for this unit which is available through the WJEC secure website.

The unit 1 examination will also contain a synoptic component that includes content from unit Details of the examination and the contribution of unit 2 to the assessment can be found in section 3.2.1.

## Guidance for Delivery

### Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Arranging visits to work places with physiological measurement testing equipment, this could include; hospitals departments, opticians, GP surgeries and Health centres;
- Providing work experience with organisations that perform physiological measurement tests to assess health. This could be in a hospital or health care setting, but could also include health and leisure centres or private gyms. This work experience could be just a one or two day experience or could form part of a planned school work placement scheme;
- Arranging talks by visiting speakers from a range of Health Care professions: clinicians, technicians, doctors and nurses;
- Developing learning activities in conjunction with individuals/organisations that perform physiological measurement tests or use the results of tests;
- Using real life data from physiological measurement tests. For example local hospitals or gyms may be able to provide anonymised data from the last 20 individuals that undertook lung function tests, or they may be able to provide ECG traces.

The following are examples of approaches to delivery which could be used to enhance the learners' understanding of the vocational importance of physiological techniques.

### Example 1

Learners will need to be provided with formative opportunities to undertake the physiological measurements required as part of the summative assessment for this unit before they undertake the controlled assessment. A local sports team, such as a local amateur football or rugby team could be contacted to act as "subjects" for the tests, in a "Who is the healthiest member of the team competition". Work stations could be set up to test "Who in the team has the greatest lung capacity?" "Who has the lowest blood pressure?" "Who has the slowest recovery rate?" Groups of learners would run each work station and collect all results. These results could then be pooled into a class set of results, which could be presented to the team to award "the healthiest member of the team".

### **Example 2**

Learners could be provided with a range of actual patient results from hospital departments—ECG traces, 24 hour blood pressure measurements, peak flow measurements, EEG results, and audiology measurements. Learners could then work in teams to discuss results, interpret these against accepted health ranges, considering normal and abnormal results. Each group could then present their findings to other groups.

### **Example 3**

Learners could take on the role of a sales team for a physiological measurement equipment company. Each “sales team” could take on the responsibility for specific areas of equipment—one team for example specialises in cardiovascular equipment, another specialises in equipment for audiology etc. A local private hospital is thinking about investing in physiological measurement equipment across 5 clinical areas: cardiovascular, respiratory, audiology, neurophysiology and gastrointestinal physiology. Each sales team must give a presentation about the equipment their company could supply, this equipment must include the principles of how the equipment works and what its main purpose would be.

### **Making Contacts**

Examples of organisations that may be approached to provide help include:

- Hospitals and Health Care Trusts;
- Other health care settings and individuals (e.g. doctors, practice nurse, health centres);
- Opticians;
- Private health care facilities;
- Council run leisure facilities;
- Private gyms and leisure facilities;
- University medical and human biology departments.

## Resources

### Textbooks

Any general physiology text books aimed at level 3 learners will support understanding for this unit, text books aimed at Physical Education students and Human Biology students would support underlying principles. There are also some specific texts available, but it should be noted that these may go beyond the expected level of understanding for this unit.

- The Physiological Measurement Handbook: John G. Webster: CRC Press: Dec 2014 (ISBN-13: 978-1439808474)
- Marriot's Practical Electrocardiology (12th Edition): Galen S. Wagner: 2014

### Websites

NHS confidentiality Code of Practice

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/200146/Confidentiality - NHS Code of Practice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/200146/Confidentiality_-_NHS_Code_of_Practice.pdf)

Information from institute of Physics and Engineering in Medicine on Physiological Measurement:

<http://www.ipem.ac.uk/CareersTraining/Whatdoourmembersdo/PhysiologicalMeasurement.aspx>

PowerPoint on Physiological measurement testing:

<http://www.gwentfrailty.torfaen.gov.uk/wp-content/uploads/2011/04/Physiological-measurements-Compatibility-Mode.pdf>

Information on High blood pressure and hypertension <http://www.bpassoc.org.uk/>

Information on Peak flow measurement and recording <http://patient.info/health/asthma-peak-flow-meter>

Information on Electrocardiogram: <https://www.bhf.org.uk/heart-health/tests/ecg>

Information on Pulse Oximetry:

[http://www.hopkinsmedicine.org/healthlibrary/test\\_procedures/pulmonary/oximetry\\_92,P07754/](http://www.hopkinsmedicine.org/healthlibrary/test_procedures/pulmonary/oximetry_92,P07754/)

Information leaflet from North Lincolnshire and Goole hospitals trust on EEG:

<http://www.nlg.nhs.uk/content/uploads/2013/12/IFP-0518Information-About-Your-EEG.pdf>

Information on audiology tests:

<http://www.nhs.uk/Conditions/Hearing-tests/Pages/How%20it%20is%20performed.aspx>

The National STEM centre e-library has a range of resources which would support the delivery of this unit, for example:

<http://www.nationalstemcentre.org.uk/elibrary/resource/7519/electrocardiograms>

This resource from the Institute of Physics, describes how electrocardiograms (ECGs) record the activity of the heart through electrodes placed on a patient's skin.

The teacher's notes contain an introduction to ECGs and lesson notes for the associated PowerPoint file. A mark scheme for the worksheet is also included. The worksheet contains questions that could be used as a summative test on the topic (10 marks). The animated PowerPoint shows how blood flow and muscle contraction within the heart is related to the ECG trace. The graphs show how heart rate can be calculated by measuring the period between successive peaks on the ECG.

<http://www.nationalstemcentre.org.uk/elibrary/resource/2689/blood-pressure>

This is an article about fainting in the "Catalyst" magazine. Although aimed initially at GCSE students, this would be a useful article for self directed study and subsequent class discussion.

[http://www.nationalstemcentre.org.uk/dl/30dbf2418345a221623158fc61f6ed409c6308dc/866\\_4-catalyst\\_17\\_3\\_311.pdf](http://www.nationalstemcentre.org.uk/dl/30dbf2418345a221623158fc61f6ed409c6308dc/866_4-catalyst_17_3_311.pdf)

This article again from the Catalyst magazine, discusses the basic functioning of the eye as well as physiological measurements that are undertaken to diagnosis eye problems.

## Unit 3 Medical Science research methods

WJEC unit entry code

Guided learning hours 45

### Aim and purpose

This unit develops knowledge and understanding of planning, conducting and reporting of research in medical sciences using a range of methodologies and techniques. It is intended to enable the acquisition of the necessary knowledge and skills to carry out research in order to obtain meaningful information. It also seeks to promote an understanding of the processes involved in drawing meaningful inferences from research data.

Learners will use their knowledge and understanding of research methods to conduct their own research. They will process the data they have collected and make evidence based conclusions.

### Unit introduction

How can we find out if lifestyle affects health? How has medical science research been carried out to show that MMR is not connected to autism? Is there a meaningful connection between alcohol consumption and life expectancy? How could research be carried out to find if eating 'five-a-day' of fruit and vegetables is linked to good health? How can we improve the way in which ulcers are managed in hospital? Are sedentary children more likely to get ME? Why do people start smoking?

Medical research methods are intended to help answer questions like the ones outlined above. Real-life studies can be complex because of the many variables that need to be taken into account and controlled. This unit is designed to help you think through the issues involved in research so that we can have confidence in the conclusions that have been made.

In this unit, you will be introduced to the methods of scientific enquiry which are used to answer questions such as those proposed above. The unit has been designed to develop your knowledge and understanding of planning, conducting, analysing and reporting research in medical sciences. It will do this by introducing you to a range of methodologies and techniques that are used. It will also encourage the acquisition of a range of evaluative concepts for reviewing and discussing the design and outcome of research. All of this will be done through a hands-on approach where you will plan and collect information to answer questions connected to medical science.

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO1</b> understand research methods	<b>AC1.1</b> describe variables affecting research	<b>Variables</b> <ul style="list-style-type: none"> <li>• variables (independent variables, dependent variables)</li> <li>• extraneous variables</li> </ul>
	<b>AC1.2</b> justify the research hypothesis	<b>Hypothesis</b> <ul style="list-style-type: none"> <li>• null hypotheses</li> <li>• alternative hypotheses</li> <li>• one-tailed (directional) hypotheses</li> <li>• two-tailed (non-directional) hypotheses.</li> </ul> <b>Justification</b> <ul style="list-style-type: none"> <li>• relevance to research question</li> </ul>
	<b>AC1.3</b> justify selection of sampling methods	<b>Sampling</b> <ul style="list-style-type: none"> <li>• target population and sample</li> <li>• random sampling</li> <li>• snowball sampling</li> <li>• opportunity sampling</li> <li>• self-selected sampling</li> </ul>
	<b>AC1.4</b> explain selection of research methods	<b>Research methods</b> <ul style="list-style-type: none"> <li>• quantitative methods (e.g. laboratory experimentation, epidemiological, closed questionnaires)</li> <li>• qualitative methods (e.g. participant observation, non-participant observation, structured interview, unstructured interview)</li> </ul> <b>Justification</b> <ul style="list-style-type: none"> <li>• relevance to research question and hypothesis</li> <li>• type of information required</li> </ul>
	<b>AC1.5</b> evaluate how ethical issues affect research	<b>Ethical review</b> <ul style="list-style-type: none"> <li>• ethical review of research and methods</li> </ul> <b>Evaluation in terms of:</b> <ul style="list-style-type: none"> <li>• social / scientific value</li> <li>• care and protection of research participants</li> <li>• confidentiality</li> <li>• informed consent</li> <li>• working with vulnerable individuals (including children)</li> </ul> <b>Health review committees</b>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO2</b> be able to collect data	<b>AC2.1</b> plan to collect data	<b>Procedures</b> <ul style="list-style-type: none"> <li>• quantitative</li> <li>• qualitative</li> </ul> <b>Plan</b> <ul style="list-style-type: none"> <li>• sequencing</li> <li>• timing</li> </ul>
	<b>AC2.2</b> produce documentation to collect data	<b>Documentation</b> <ul style="list-style-type: none"> <li>• documents e.g. questionnaires, interviewer documentation</li> <li>• clarity</li> <li>• suitability and relevance for purpose</li> <li>• completeness</li> </ul>
	<b>AC2.3</b> obtain data	<b>Data</b> <ul style="list-style-type: none"> <li>• suitable</li> <li>• sufficient</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO3</b> understand data analysis	<b>AC3.1</b> explain significance of terms used in data analysis	<b>Terms</b> <ul style="list-style-type: none"> <li>• type I errors, type II errors</li> <li>• demand characteristics</li> <li>• reliability (internal reliability, external reliability)</li> <li>• validity (internal validity, external validity)</li> <li>• bias (including researcher/observer bias)</li> <li>• confidence limits</li> <li>• significance levels</li> <li>• correlation (positive correlation, negative correlation, no correlation)</li> <li>• dispersion</li> </ul>
	<b>AC3.2</b> explain selection of statistical methods used to analyse data	<b>Statistical methods</b> <ul style="list-style-type: none"> <li>• descriptive statistics             <ul style="list-style-type: none"> <li>○ measures of central tendency (mode, median, mean)</li> <li>○ measures of dispersion (variance, range, standard deviation)</li> </ul> </li> <li>• inferential statistics             <ul style="list-style-type: none"> <li>○ normal distribution curves, skewed distribution curves</li> <li>○ probability</li> <li>○ significance levels</li> <li>○ parametric test</li> <li>○ specific non-parametric inferential test (e.g. t-test, Chi-square, Mann-Whitney U test and Spearman's Rho)</li> </ul> </li> </ul> <b>Explanation</b> <ul style="list-style-type: none"> <li>• data type and methodology</li> <li>• sampling method and size</li> </ul>



Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO4</b> be able to process data	<b>AC4.1</b> analyse data using statistical methods	<b>Statistical methods</b> <ul style="list-style-type: none"> <li>• mean, mode, median</li> <li>• measures of dispersion (variance, range, standard deviation)</li> <li>• normal distribution curves, skewed distribution curves</li> <li>• probability</li> <li>• significance levels</li> <li>• confidence limits</li> <li>• parametric test</li> <li>• specific non-parametric inferential test</li> <li>• correlation</li> </ul> <b>Application</b> <ul style="list-style-type: none"> <li>• appropriateness</li> <li>• accuracy</li> </ul>
	<b>AC4.2</b> make conclusions from data	<b>Conclusions</b> <ul style="list-style-type: none"> <li>• conclusions based upon data / data analysis</li> </ul>
	<b>AC4.3</b> evaluate procedures	<b>Evaluation</b> In terms of <ul style="list-style-type: none"> <li>• sufficiency, suitability, quality data produced (e.g. validity etc)</li> <li>• limitations of data</li> <li>• cost, time, effectiveness procedures</li> </ul>
	<b>AC4.4</b> use mathematical notation	<b>Mathematical notation</b> <ul style="list-style-type: none"> <li>• ratios, percentages, fractions</li> <li>• symbols: =, &lt;, &lt;&lt;, &gt;&gt;, &gt;, α, ~</li> <li>• significant figures</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO5</b> be able to communicate information	<b>AC5.1</b> present data visually	<b>Visual methods</b> <ul style="list-style-type: none"> <li>• tables</li> <li>• graphs                         <ul style="list-style-type: none"> <li>○ line graph</li> <li>○ pie charts</li> <li>○ bar charts</li> <li>○ histograms</li> <li>○ scatter diagrams</li> </ul> </li> </ul>
	<b>AC5.2</b> communicate outcome of research	<b>Customer</b> <ul style="list-style-type: none"> <li>• individual (scientifically literate, basic scientific understanding)</li> <li>• groups (scientifically literate, basic scientific understanding)</li> </ul> <b>Information</b> <ul style="list-style-type: none"> <li>• clarity</li> <li>• language style</li> <li>• spelling, punctuation and grammar</li> <li>• language including technical and scientific</li> <li>• evidence based</li> <li>• relevance information to customer</li> </ul>

Learning Outcome	Assessment criteria	Performance bands		
		Band 1	Band 2	Band 3
<i>The learner will:</i>	<i>The learner can:</i>			
<b>LO1</b> understand research methods	<b>AC1.1</b> describe variables affecting research	Gives a description of some variables affecting research 1-2	Gives a mainly clear description of variables affecting research <i>Some parts are in detail</i> 3-4	Gives a clear and detailed description of the variables affecting research 5-6
	<b>AC1.2</b> justify the research hypothesis	Provides a justification of the research hypothesis 1	Provides a reasoned justification of the research hypothesis 2-3	Provides justification of the research hypothesis with relevant and detailed reasoning 4
	<b>AC1.3</b> justify selection of sampling methods	Provides justification for the selection of sampling methods 1-2	Provides a reasoned justification for the selection of sampling methods <i>Some parts are detailed</i> 3-4	Provides justification for the selection of sampling methods with relevant and detailed reasoning 5-6
	<b>AC1.4</b> explain selection of research methods	Gives an explanation of the selection of research methods 1-2	Gives a mainly accurate and coherent explanation for the selection of research methods <i>Some parts are detailed</i> 3-4	Gives an accurate and coherent explanation showing detailed reasoning for the selection of research methods 5-6
	<b>AC1.5</b> evaluate how ethical issues affect research	Gives a brief evaluation of how some ethical issues affect research 1-2	Gives a mainly clear and relevant evaluation of how some ethical issues affect research. <i>Some aspects may be in detail</i> 3-4	Gives a clear, detailed and relevant evaluation of how ethical issues affect research 5-6

Zero marks to be awarded where there is insufficient evidence to achieve a mark at band 1

Learning Outcome	Assessment criteria	Performance bands		
<i>The learner will:</i>	<i>The learner can:</i>	Band 1	Band 2	Band 3
<b>LO2</b> be able to collect data	<b>AC2.1</b> plan to collect data	Produces a plan with a sequence of steps with some indication of timing  1-2	Produces a plan with a mainly logical sequence of steps and mainly achievable time scales <i>Some parts may be in detail</i>  3-4	Produces a detailed plan with a logical sequence of steps and achievable time scales that can be followed by a third party  5-6
	<b>AC2.2</b> produce documentation to collect data	Produces documents that will capture some suitable/relevant data  1-2	Produces documents that will capture mainly suitable and relevant data  3-4	Produces clear documents that will capture sufficient, suitable and relevant data  5-6
	<b>AC2.3</b> obtain data	Obtains some suitable data  1	Obtains mainly suitable and sufficient data  2-3	Obtains suitable and sufficient data  4
<b>LO3</b> understand data analysis	<b>AC3.1</b> explain significance of terms used in data analysis	Gives an accurate and coherent explanation showing detailed reasoning of the significance of some terms used in data analysis  1-2	Gives a mainly accurate and coherent explanation showing detailed reasoning of the significance of some terms used in data analysis <i>Some parts are detailed</i>  3-4	Gives an accurate and coherent explanation showing detailed reasoning of the significance of terms used in data analysis  5-6
	<b>AC3.2</b> explain selection of statistical methods used to analyse data	Gives an explanation for the selection of statistical methods used to analyse data  1-2	Gives a mainly accurate and coherent explanation for the selection of statistical methods used to analyse data <i>Some parts are detailed</i>  3-4	Gives an accurate and coherent explanation showing detailed reasoning for the selection of statistical methods used to analyse data  5-6

Zero marks to be awarded where there is insufficient evidence to achieve a mark at band 1

Learning Outcome	Assessment criteria	Performance bands		
<i>The learner will:</i>	<i>The learner can:</i>	Band 1	Band 2	Band 3
<b>LO4</b> be able to process data	<b>AC4.1</b> analyse data using statistical methods	Correctly uses some appropriate statistical methods to analyse data  1-2	Correctly uses suitable and appropriate statistical methods to analyse data <i>Some parts are in detail</i> 3-4	Consistently uses suitable and appropriate statistical methods correctly to make a detailed analysis of data 5-6
	<b>AC4.2</b> make conclusions from data	Makes some valid conclusions from data  Some conclusions are linked to the evidence  1-2	Makes mainly appropriate conclusions from data  The conclusions are clearly linked to the evidence  3-4	Makes detailed and appropriate conclusions from data  The conclusions are clearly and logically linked to the evidence 5-6
	<b>AC4.3</b> evaluate procedures	Gives an appropriate evaluation of some aspects of the data and procedures <i>Evaluation may be weighed towards data or procedures</i> 1-2	Gives a mostly clear and accurate evaluation of a range of aspects of the data and procedures 3-4	Gives a clear, detailed and accurate evaluation of a range of aspects of the data and procedures 5-6
	<b>AC4.4</b> use mathematical notation	Uses some mathematical notation correctly and appropriately  Makes some correct use of significant figures 1-2	Uses mathematical notation in a mostly correct and appropriate way  Makes a mostly correct use of significant figures 3-4	Consistently uses mathematical notation correctly and appropriately  Consistently makes a correct use of significant figures 5-6

Zero marks to be awarded where there is insufficient evidence to achieve a mark at band 1

<b>Learning Outcome</b>	<b>Assessment criteria</b>	<b>Performance bands</b>		
<i>The learner will:</i>	<i>The learner can:</i>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>
<b>LO5</b> be able to communicate information	<b>AC5.1</b> present data visually	Uses some suitable table/graph styles  Uses some suitable sizes and scales to construct graphs  Labels some graphs correctly  1-2	Uses mostly suitable table/graph styles  Mostly uses suitable sizes and scales to construct graphs  Mostly correctly and fully labels graphs  3-4	Consistently uses suitable table/graph styles  Consistently uses suitable sizes and scales to construct graphs  Consistently correctly and fully labels graphs  5-6
	<b>AC5.2</b> communicate outcome of research	Communicates some relevant information to the customer  Uses some appropriate scientific and technical language  Use some appropriate styles and structure  Uses some accurate spelling, punctuation and grammar  1-2	Mostly clearly communicates relevant information to the customer  Mostly uses appropriate scientific and technical language  Uses mostly appropriate styles and structure  Uses mostly accurate spelling, punctuation and grammar  3-4	Clearly communicates relevant information to the customer  Consistently uses appropriate scientific and technical language  Uses appropriate style and structure  Uses accurate spelling, punctuation and grammar  5-6

Zero marks to be awarded where there is insufficient evidence to achieve a mark at band 1

## Assessment

This unit is internally assessed and externally moderated through a summative controlled assessment. All assessment must be conducted under controlled assessment conditions.

**Section 3.3** of the specification details the principles involved in internal assessment.

WJEC has produced a model assignment for this unit which is available through the WJEC secure website.

The unit 1 examination will also contain a synoptic component that includes content from unit 3. Details of the examination and the contribution of unit 3 to the assessment can be found in section **3.2.1**.

## Guidance for Delivery

### Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- arranging visits to a university Medical Science / Medical School / Nursing department with particular reference to how they use research to improve medical care. This could be broadened to link with concepts taught in other medical science units;
- arranging talks by visiting speakers from Health agencies / pressure groups e.g. ASH to speak on how medical research has changed attitudes to smoking over the last 60 years.

The following are examples of approaches to delivery which could be used to enhance the learners' understanding of the vocational importance of the role of research methods in Medical Science:

#### Example 1

Invite a speaker from a pressure group such as ASH to discuss with learners the trends in young people who take up smoking and also attitudes of young people in general to smoking. Learners could be set a task to find attitudes to smoking / reasons why smoking is taken up in their school. The learners could then present their findings to the representative from the pressure group / ASH.

#### Example 2

A representative from a local Medical School/ hospital/GP practice could be invited to speak to learners on the MMR vaccine and the alleged (erroneous) links with autism and how this could lead to a low uptake of vaccines for measles and consequently outbreaks of measles in several parts of the UK. Learners could be asked to conduct quantitative and qualitative research on current perceptions of autism in the locality. The learners could then in small groups present their findings.

#### Example 3

Invite a dietician to speak about what makes a healthy diet and the problems associated with a poor diet. Learners could then be asked to conduct qualitative/quantitative research on attitudes to a healthy diet. Data from the research could then be pooled among all the learners and appropriate techniques used to analyse the data. Their findings and significance of their research could then be communicated to the school through an article in the school magazine.

## **Making Contacts**

Examples of organisations that may be approached to provide help include:

- Medical Science/Medicine departments/Nursing Schools at local Universities;
- Hospitals, GP practices;
- Health campaign groups e.g. ASH.

## **Resources**

### **Websites**

<http://www.psychology4a.com/psychological-research-and-scientific-method.html>

[http://www.thejournalofdiabetesnursing.co.uk/media/content/\\_master/1902/files/pdf/jdn8-9-329-34.pdf](http://www.thejournalofdiabetesnursing.co.uk/media/content/_master/1902/files/pdf/jdn8-9-329-34.pdf)

[http://www.utexas.edu/nursing/norr/html/links/research\\_qua.html](http://www.utexas.edu/nursing/norr/html/links/research_qua.html)

<http://www.nursingtimes.net/nursing-practice/leadership/understanding-qualitative-research-and-its-value-in-healthcare/201703.article>

<http://www.simplypsychology.org/qualitative-quantitative.html>

<http://www.snapsurveys.com/qualitative-quantitative-research/>

<https://explorable.com/research-designs>

<https://www.rcn.org.uk/data/assets/pdf/0007/388591/003138.pdf>

<http://www.hra.nhs.uk/research-ethics-committee-members/guidance-on-ethical-review-for-members/>

<http://adc.bmj.com/content/82/2/177.full>

<http://holah.co.uk/investigations/correlation/>



## 6 ENTRY PROCEDURES

WJEC Level 3 Certificate in Medical Science will be available for certification from June 2017. Thereafter, the qualification will be available for certification each June.

Centres planning to offer this qualification must be registered as an accredited WJEC centre. For details on the application and accreditation, centres should contact WJEC.

Entries for the June series must be submitted no later than 21 February.

### Unit entry

Entry for individual units must be made by submitting the relevant unit codes as indicated on each unit of the specification. Entries can be made for units in the following sessions:

Unit	January 2017 and thereafter	June 2017 and thereafter
1		✓
2	✓	✓
3	✓	✓
Certification (qualification award)		✓

### Qualification entry

Learners will be entered for the qualification when entering for aggregation (cash-in). Aggregation does not take place automatically: it is necessary to enter the relevant code for aggregation to take place.

## 7 EXTERNAL MODERATION

The consistency of assessment practices and decisions across centres will be assured through the external moderation of a sample of work.

Postal moderation will take place each year in June. For each series where learners are entered, centres will submit a sample, according to the formula below.

<i>Total number of candidates</i>	<i>Work to be submitted (Numbers relate to alphabetical order)</i>
1 – 10	All
11 - 19	1 <sup>st</sup> and every second (1, 3, 5, 7 etc.) <b>plus</b> the lowest scoring* folder and additional folders as necessary (reflecting the spread of marks) to make a total sample of 10
20 - 45	1st and every fifth (1, 6, 11, 16 etc.) <b>plus</b> the lowest scoring* folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10
46 - 99	1st and every eleventh (1, 12, 23, 34 etc.) <b>plus</b> the lowest scoring* folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10

\* *The score is based upon the marks the learners obtain for each of the units being submitted for moderation.*

Centres should ensure they keep all learner portfolios not sent to the moderator in their possession for two months after the closing date for sending samples for moderation. WJEC may require all portfolios for moderation and centres must be able to comply immediately with such a request.

Centres should submit a sample for **each unit** that includes:

- the controlled assignment brief used to set the assessment activity;
- a controlled assessment activities sheet completed and signed by the assessor to confirm that the controls for the unit, including authenticity of evidence, have been applied;
- completed mark record sheets outlining which performance bands are met by the evidence;
- all evidence produced by learners in completion of the controlled assessment, annotated appropriately by the assessor.

Moderators will review all evidence presented to ensure standards are aligned. Evidence will be judged against the following criteria:

- Task setting – were tasks set within the controls set by WJEC in the model assignment?
- Task taking – is there evidence that tasks were completed under the controlled conditions set out in the model assignment?
- Performance bands – does the evidence support assessor’s judgement of a learner against national standards?
- Annotation – is the evidence produced by learners appropriately annotated?
- Authentication- is it clear that the evidence submitted was authentically produced by the learner?
- Standardisation – is there evidence of effective standardisation/internal quality assurance within the centre?

### **Timetable**

Samples of work must be submitted for external moderation, and related mark sheets should be returned to WJEC by 15 May for the June series. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation.

### **Feedback**

The outcome of moderation will be to either accept or amend a centre’s assessment decisions. Guidance on actions needed before re-sitting of specified units at a subsequent moderation series will be also be provided.

Feedback will be provided through a centre moderator’s report for each certification title, covering the units entered by the centre and will be accessible through WJEC secure website. The report will address the criteria referred to above.

A Principal Moderator’s report will be provided for each series.

## 8 AWARDING AND REPORTING

Awarding and reporting of results in WJEC Level 3 Certificate in Medical Science will take place in August of each year.

A **Qualification Certificate**, issued at a later date, will confirm the:

- Title
- Level
- Grade of qualification (E, D, C, B, A)
- Unit titles contributing to the qualification

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

Unit	UMS mark	UMS grade boundaries				
		A	B	C	D	E
1	240	192	168	144	120	96
2	120	96	84	72	60	48
3	120	96	84	72	60	48

## 9 ACCESS ARRANGEMENTS

Qualifications at this level often require assessment of a broad range of competencies. This is because they are vocational qualifications and prepare candidates for a wide range of occupations and higher level courses.

This specification has been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It is expected that normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through:

- (a) the choice of units and qualifications available;
- (b) the potential for personalisation of controlled assessment.

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations*. This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

## 10 POST-RESULTS SERVICES

If a centre wishes to query the outcome of the moderation and/or examination process this must be done formally by the head of the centre, notifying WJEC within 21 days of the publication of results.

The sample of work submitted for moderation will be reviewed by a moderator/examiner not involved in the original process, and the centre informed of the outcome.

Should the centre not be satisfied with the outcome of the review, there is provision for an appeal to WJEC.

# 11 CLASSIFICATION CODES

Every specification is assigned a national classification code (discounting code) indicating the subject area to which it belongs. The classification code for this specification is QA3.

Centres should be advised that where learners take two qualifications with the same classification code, performance indicators for the centre will show that they have only achieved one of the two qualifications. The same view may be taken if learners take two specifications that have different classification codes but have significant overlap of content. The discounting system affects the calculation of performance measures for a school in the performance tables. It does not alter the awards an individual learner has achieved or limit the qualifications they can take.

Learners who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Information on performance points can be obtained from ([www.education.gov.uk](http://www.education.gov.uk)) and/or DAQW ([www.daqw.org.uk](http://www.daqw.org.uk)).

## 12 THE WIDER CURRICULUM

### **Opportunities for use of technology**

Candidates need to be both effective and confident users of technology in order to move on to a more advanced study of medical science. This specification allows candidates to develop ICT skills in a wide range of different contexts.

There are numerous opportunities to use ICT throughout all units. Examples include:

- gathering data from sensors linked to data-loggers or directly to computers data logging e.g.; lung volumes or other medical data;
- analysing data – e.g. use of spreadsheets to present graphs and calculate lines of best fit;
- using presentation software e.g. to assist in giving a presentation to an audience;
- using word processing packages to present written reports;
- using blogging software to share information to a world-wide audience;
- making videos or podcasts;
- designing leaflets to communicate information.

### **Spiritual, Moral, Ethical, Social and Cultural Issues**

The specification provides a framework and includes specific content through which individual courses may address spiritual, moral, ethical, social and cultural issues. It aims to show how science can be used to assist in understanding the underlying causes of disease. Learners should consider how conditions are treated, and balance the need for new treatments with cost to society.

Examples of issues which can be addressed through the specification are listed below.

- How lifestyle may affect health (unit 1)
- How ethical issues affect research (unit 3)
- How patients should be treated during testing (unit 2)

### **Citizenship**

The applications and implications of science are dealt with in meaningful medical contexts, and encourage the development of a responsible attitude to citizenship. An understanding that individuals have a collective responsibility is fostered in relation to various ethical issues included in the specification, such as consequences of lifestyle on health is examined throughout the qualification in a number of different contexts.



## **Medical Issues**

The qualification deals with medical science in meaningful contexts. The whole qualification therefore highlights how science is used to improve the quality of life, protecting individuals and society. Each unit will outline the medical context of the science that is to be delivered. Learners are also made aware of legislation that is in place governing activities that have a potential medical impact.

## **Health and Safety Consideration**

Under UK law, health and safety is the responsibility of the employer. There are a number of regulations (notably Management of Health and Safety at Work Regulations 1999 and COSHH Regulations 2002 (as amended)) that require the completion of a risk assessment before commencing a procedure or activity that uses microorganisms or chemicals.

There are opportunities for learners to develop their own risk assessments when carrying out laboratory work in almost all units. Throughout the qualification there are also many opportunities to underscore the requirement to work in compliance with risk assessments in order to safeguard the health and safety of workers and members of the public.

## **The European Dimension**

Medical issues can be rarely confined to a particular place since human actions in one country can also impact another. Challenges faced by medicine also need to be dealt with at national, European and global levels. This specification should make learners aware that medical scientists need to cooperate with scientists from other countries.

The context led nature of the units will give centres the opportunity of examining medical issues at a European level. Examples where a European dimension can be underscored include European legislation relating to clinical testing.

# Appendix 1 - Unit structure

## Unit title

The title summarises in a concise manner the content of the unit.

## Guided learning hours

Guided learning time represents only those hours in which a tutor is present and contributing to the learning process. In some organisations this is known as 'contact time'. This time includes lectures, supervised practical periods and supervised study time.

## Aim and purpose

The aim and purpose provides a brief and clear summary of the unit. It also indicates the applied purpose for the unit.

## Unit Introduction

This is written to the learner and gives a summary of the unit content. It sets the vocational context of the unit and highlights the purpose of the learning in the unit.

## Learning outcomes

Learning outcomes state what the learner should know, understand or be able to do as a result of completing the learning in the unit.

## Assessment Criteria

The assessment criteria specify the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved.

## Unit content

The indicative content defines the breadth and depth of learning for each assessment criteria. It is expected that all the indicative content will be delivered during the programme of learning. It is not required to assess every aspect of the content when assessing the unit. Learners will be expected to apply the knowledge, understanding and skills acquired through the learning to the specifics of the assessment context.

## Performance Bands

These are used to determine the overall unit mark. Performance bands do **not** add additional requirements to the assessment criteria.

## Assessment

WJEC Level 3 Certificate in Medical Science is assessed through both controlled assessment and external assessment. This section of the unit summarises the form of assessment used.

### **Guidance for delivery**

This gives the tutor some ideas on how to deliver the unit in a vocational setting consistent with the philosophy of the qualifications and intent of the unit. The guidance also gives ideas of vocational settings for the unit and suggests possible contacts that could be made in the delivery of the learning.

### **Resources**

This identifies useful resources to help in the delivery of the learning. Many of the resources listed are suitable for using with learners.

## Appendix 2 - Grade Descriptors

Grade descriptors are used by WJEC to set grade boundaries for each unit. Grade descriptors give a general indication of the levels of attainment likely to be shown by a representative learner performing at each boundary. An Award meeting involving experienced examiners and teachers will be required to set the following grade boundaries for each unit. The following grade boundaries will be set at the Award meeting:

- A/B
- E/U

Grade descriptors are interpreted in relation to the content outlined in the specification; they are not designed to define that content. Once grade boundaries have been set by WJEC, learner marks are then converted to UMS marks.

Area	A/B	E/U
<b>Knowledge and understanding of medical science</b>	<p>Demonstrate detailed knowledge and understanding of most principles, concepts and facts from the specification.</p> <p>Consistently selects and uses relevant information from the specification.</p> <p>Consistently organises and presents information clearly, logically and in suitable structure.</p> <p>Use appropriate scientific terminology and conventions from the specification.</p>	<p>Demonstrate knowledge and understanding of some principles and facts from the specification.</p> <p>Select and use some relevant information from the specification.</p> <p>Present some information in a clear format.</p> <p>Use some appropriate terminology and conventions from the specification.</p>
<b>Application of skills, knowledge and understanding in appropriate medical contexts</b>	<p>Apply principles and concepts from the specification in familiar and new contexts involving several steps in the argument.</p> <p>Describe significant trends and patterns, with clear explanations, shown by complex data presented in tabular or graphical form.</p> <p>Interpret qualitative and quantitative data accurately; and present arguments and evaluations clearly.</p> <p>Evaluate critically the statements, conclusions or data.</p> <p>Carry out accurately complex calculations specified for medical science.</p> <p>Translate successfully data presented as prose, diagrams, drawings, tables or graphs, from one form to another.</p> <p>Select a wide range of facts, principles and concepts from the specification.</p> <p>Link together appropriate facts principles and concepts from different areas of the specification.</p>	<p>Apply given principles or concepts from the specification in familiar and new contexts involving a few steps in the argument.</p> <p>Describe, and provide a limited explanation of, trends or patterns shown by complex data presented in tabular or graphical form.</p> <p>Interpret some qualitative and quantitative data.</p> <p>Identify, when directed, inconsistencies in conclusions or data.</p> <p>Carry out some steps within calculations specified for medical science.</p> <p>Translate data successfully from one form to another, in some contexts.</p> <p>Select some facts, principles and concepts from the specification.</p> <p>Put together some facts, principles and concepts from different areas of the specification.</p>

Area	A/B	E/U
<b>Use of practical skills within medical contexts</b>	<p>Devise and plan suitable experimental and investigative activities, selecting appropriate techniques.</p> <p>Consistently demonstrates safe and skilful use of practical techniques to produce data within the expected range of tolerance for the technique.</p> <p>Make observations and measurements with appropriate precision and record these methodically.</p> <p>Interpret, explain, evaluate and communicate the results of their own and others' experimental and investigative activities, in appropriate contexts.</p>	<p>Devise and plan some aspects of experimental and investigative activities.</p> <p>Demonstrate safe use of practical techniques to produce some data within expected range of tolerance for the technique.</p> <p>Make observations and measurements and record them.</p> <p>Interpret, explain and communicate some aspects of the results of their own and others' experimental and investigative activities, in appropriate contexts.</p>
<b>Reporting medical information</b>	<p>Make a clear and accurate use of English (styles, spelling, punctuation and grammar) to communicate ideas and structure arguments.</p> <p>Produce logical and well-structured reports, showing a detailed scientific understanding of their work.</p> <p>Logically organise work in a coherent structure linking conclusions to supporting evidence with clarity.</p> <p>Clearly communicate with few minor errors in the use of technical terms, spelling, punctuation and grammar.</p>	<p>Make some appropriate use of English (styles, spelling, punctuation and grammar) to communicate ideas and structure arguments.</p> <p>Produce a mostly clear report, showing some understanding of their work.</p> <p>Some organisation and structure with some valid evidence.</p> <p>Communicate some suitable information without significant errors.</p>