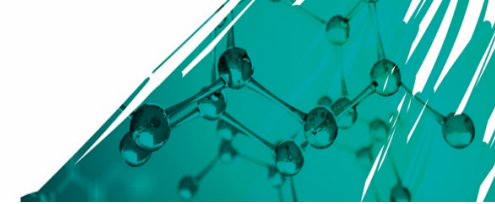


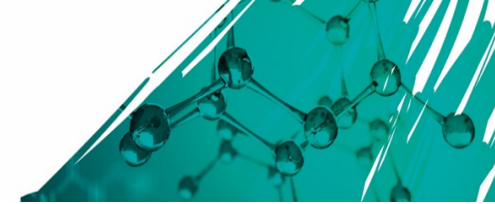
<b>Unit title</b>	Unit 9: Biomedical Science
<b>Guided learning hours</b>	60
<b>Number of lessons</b>	30
<b>Duration of lessons</b>	2 hours
<b>Links to other units</b>	
<ul style="list-style-type: none"> <li>• Unit 1: Principles and Applications of Biology I</li> <li>• Unit 5: Principles and Applications of Biology II</li> <li>• Unit 11: Functional Physiology of Human Body Systems</li> <li>• Unit 14: Genetics and Genetic Engineering</li> <li>• Unit 15: Diseases and Infections</li> </ul>	

<b>Key to learning opportunities</b>			
<b>AW</b>	Assignment writing	<b>PA</b>	Preparation for assessment
<b>GS</b>	Guest speaker	<b>V</b>	Visit
<b>IS</b>	Independent study	<b>GW</b>	Group work

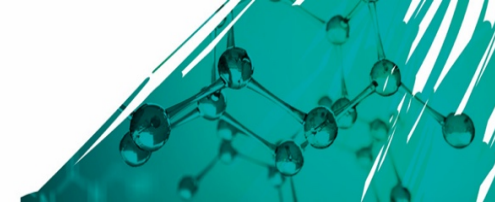
<b>Lesson</b>	<b>Topic</b>	<b>Lesson type</b>	<b>Suggested activities</b>	<b>Classroom resources</b>
<b>Learning aim A: Understand the principles of haematology and its use in medical diagnosis</b>				
1	<b>Introduction to the unit and learning aim A</b> <b>A1: The components of blood</b>	GW/IS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> PowerPoint presentation containing videos and photos related to biomedical science. Include an overview of the areas that will be studied – principles of haematology, histology, cytology, urinalysis and informatics, and patient record keeping.</li> <li>• <b>Class discussion or independent work:</b> complete a review or quiz to establish prior knowledge of blood components. Use worksheets with headings, e.g. 'good/some/no knowledge or understanding'.</li> <li>• <b>Tutor presentation:</b> PowerPoint presentation and discussion of</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor-prepared PowerPoint</li> <li>• Prepared prior knowledge worksheets or quiz</li> <li>• Microscopes and equipment to prepare slides, and prepared</li> </ul>



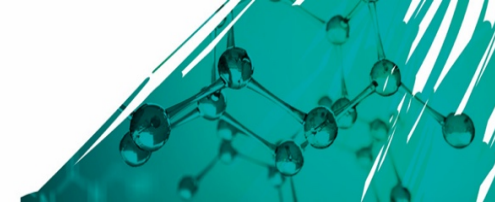
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>the requirements of the learning aim. Discuss health and safety and normal operating protocols of working with blood and blood products.</p> <ul style="list-style-type: none"> <li>• <b>Tutor demonstration:</b> blood smearing technique for microscopic examination.</li> <li>• <b>Small group activity:</b> activity related to the use of microscopes and observation of the components of blood –erythrocytes, leucocytes and thrombocytes (platelets).</li> <li>• <b>Practical work:</b> prepare blood smears for microscopic examination.</li> <li>• <b>Individual work:</b> learners practise their drawing technique from observations of slides of blood components.</li> <li>• <b>Plenary:</b> discuss the quality of the drawings and comparison with projected photomicrographs and textbook diagrams. Encourage learners to compile a dictionary of terms associated with the unit and to compile a bibliography as they work through the unit.</li> </ul>	<p>slides for use</p> <ul style="list-style-type: none"> <li>• Bioviewers, if available</li> <li>• Textbooks</li> <li>• Access to the internet</li> </ul>
2	<b>A1: The components of blood</b>	GW/IS	<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation:</b> reminder of activity to carry out blood smear, observation and drawing of blood components, started in the previous lesson.</li> <li>• <b>Small group activity:</b> practise, improve and consolidate practical skills related to the use of microscopes, and observation and drawing of the components of blood.</li> <li>• <b>Practical work:</b> prepare blood smears for microscopic examination.</li> <li>• <b>Plenary:</b> discussion of the importance of blood analysis techniques in determining health/disease.</li> </ul>	<ul style="list-style-type: none"> <li>• Microscopes and equipment to prepare slides, and prepared slides for use</li> <li>• Bioviewers, if available</li> <li>• Textbooks</li> <li>• Access to the internet</li> <li>• Tutor-prepared PowerPoint of techniques</li> </ul>



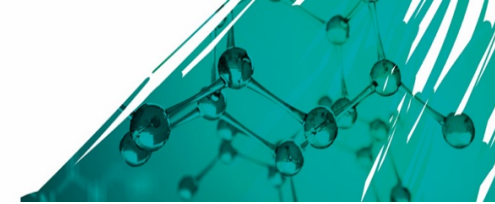
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
3	<b>A2: Changes to blood components and composition</b>	IS	<ul style="list-style-type: none"> <li>• <b>Identification and discussion:</b> of blood components, their structure and function. Ask learners to use mini-whiteboards to give answers to questions.</li> <li>• <b>Group work:</b> identification of changes to composition and components in blood. Ask learners to choose a blood component/disease from the ten items listed in unit content A2 for investigation and presentation in a later lesson. A patient leaflet or reference guide to the condition could be produced instead of a formal presentation. Normal reference ranges should be included. Work to be continued next lesson.</li> <li>• <b>Plenary:</b> discussion of issues and the opportunity to answer questions/correct any misunderstandings identified. Have learners add to their dictionary of terms and bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor-prepared PowerPoint slides/quiz of components</li> <li>• A2 unit content list</li> <li>• Access to the internet</li> <li>• Textbooks</li> </ul>
4	<b>A2: Changes to blood components and composition</b>	IS	<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation:</b> reminder of presentation on content for A2, started in previous lesson.</li> <li>• <b>Group work:</b> learners continue with research and presentation of findings.</li> <li>• <b>Plenary:</b> discussion of the importance of knowing the normal structure/composition of blood components in relation to the diagnosis of disease. Draw lots to determine the order of presentations next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• A2 unit content list</li> <li>• Access to the internet</li> <li>• Textbooks</li> </ul>
5	<b>A2: Changes to blood components and composition</b>	IS	<ul style="list-style-type: none"> <li>• <b>Time to ensure presentations are organised:</b> Learners/tutor may need to provide handouts of presentations.</li> <li>• <b>Learner presentations:</b> Learners to be encouraged to take notes for each presentation. They should be encouraged to ask questions at the end of each presentation. Tutor to ensure that all relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Learners' materials for their presentations</li> </ul>



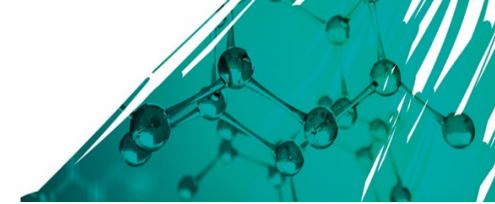
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>aspects of unit content A2 have been covered for each presentation.</p> <ul style="list-style-type: none"> <li>• <b>Plenary:</b> discuss and correct any issues or misunderstandings. Tutor will need to provide information where issues have not been fully covered. Learners to make notes.</li> </ul>	
6	<b>A3: Diagnostic techniques used in haematology</b>	GW	<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation:</b> introduction to diagnostic techniques listed in unit content A3. Use of YouTube videos to demonstrate techniques.</li> <li>• <b>Discussion and demonstration:</b> of practical techniques. Learners can be provided with practical worksheets. For example: <ul style="list-style-type: none"> <li>○ to carry out blood counts</li> <li>○ blood coagulation/typing</li> <li>○ spectrophotometric estimation of haemoglobin</li> <li>○ preparation, staining and microscopic examination of blood films</li> <li>○ haematocrit levels.</li> </ul> </li> <li>• <b>Plenary:</b> preparation of learners for visit/guest speaker next lesson. Learners add to their dictionary of terms.</li> </ul>	<ul style="list-style-type: none"> <li>• A3 unit content list</li> <li>• Centre-devised practical worksheets and associated equipment</li> <li>• Possible YouTube videos</li> <li>• Activity sheet (The University of Texas Health Science centre at San Antonio – Teach health K12 – P.L.E.P Parts of blood)</li> </ul>
7	<b>A3: Diagnostic techniques used in haematology</b>	V	<ul style="list-style-type: none"> <li>• <b>Visit:</b> arrange a visit to a laboratory to observe/discuss diagnostic techniques; or arrange a visit from a speaker (e.g. phlebotomist, member of the Blood Transfusion Service) or a virtual visit using Skype, Facetime or a similar platform.</li> </ul>	<ul style="list-style-type: none"> <li>• Arranged visit to a laboratory or from/with a practitioner</li> </ul>
8	<b>A3: Diagnostic techniques used in</b>	IS	<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation:</b> introduction to practical work to be undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>• Centre-produced practical worksheets</li> </ul>



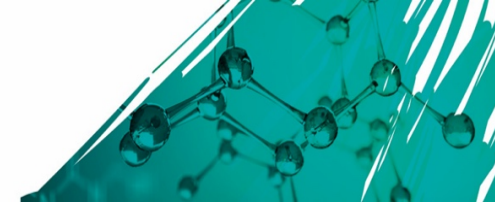
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
	haematology		<ul style="list-style-type: none"> <li>• <b>Learner practical work:</b> small group work carrying out diagnostic testing of blood. Artificial blood can be used.</li> <li>• <b>Plenary:</b> discussion of the tests and their meaning. Ensure learners are ready to begin assessment next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment for learners to carry out practical diagnostic tests, as determined by the centre</li> </ul>
9	<b>Preparation for assessment</b> <b>Assessment opportunity for practical work for A.P3</b>	AW	<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation:</b> introduction to the assignment brief, assessment criteria and command words. Discuss the amount of detail required for the command words and format of evidence for the presentation of evidence. Discuss the need for independent working and referencing of any secondary source materials.</li> <li>• <b>Assessment opportunity:</b> have learners individually carry out diagnostic testing of blood A.P3 following the assignment brief.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment brief and glossary of terms/command words</li> <li>• Centre-designed practical worksheets and relevant equipment</li> </ul>
10-11	<b>Assignment writing for learning aim A</b>	AW	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> explain the layout of the assignment brief A and clarify the tasks if necessary.</li> <li>• <b>Assessment opportunity for learning aim A:</b> following the tasks in the assignment brief. Remind learners to complete assignment work and hand it in to meet the assignment deadline.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment brief</li> <li>• Computer access</li> </ul>
<b>Learning aim B: Examine the use of histology and cytology in medicine</b>				
12	<b>Introduction to learning aim B</b> <b>B1: Tissue investigation and consequences of diagnosis</b>	IS/GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> PowerPoint presentation and an overview of the areas that will be studied in this learning aim – histology and cytology.</li> <li>• <b>Discussion:</b> how are disease and cause of death diagnosed? Use unit content B1 to see which types of specimen analysis learners are familiar with.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning aim B unit content list</li> <li>• Access to computers</li> <li>• Textbooks</li> </ul>



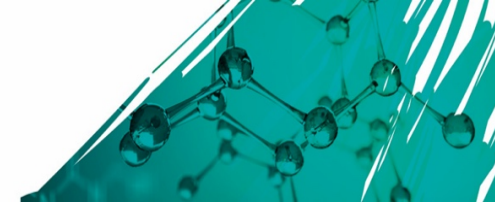
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> <li>• <b>Small group work:</b> learners carry out research on sample removal, preservation and examination of tissues for:               <ul style="list-style-type: none"> <li>○ screening and techniques used to detect and identify – bowel, prostate, breast cancer</li> <li>○ aspiration techniques – cerebrospinal fluid, amniocentesis, allergic reaction tests</li> <li>○ tissue typing for bone marrow transplantation</li> <li>○ autopsies and overview of the use of specimens to establish a cause of death.</li> </ul> <p>Learners should identify the appearance of normal tissue and features that would indicate abnormal tissue.</p> </li> <li>• <b>Class discussion:</b> discuss how results of tests would be recorded. Ask learners to consider how the results would be communicated to patients, e.g. Who would do this? Who would be included in the discussion – patient? Family? Discuss what support would be available to the patient and family, and how the support impacts the health service, e.g. cost, availability, ability to work, ability to be independent.</li> <li>• <b>Plenary:</b> encourage learners to compile a bibliography. Remind them that they will continue their research next lesson as preparation for producing a class presentation in a future lesson.</li> </ul>	
13	<b>B1: Tissue investigation and consequences of diagnosis</b>	IS/GW	<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation:</b> reminder of the purpose of work started last lesson on techniques to screen and diagnose disease.               <ul style="list-style-type: none"> <li>○ <b>Small group work:</b> learners complete work from previous lesson on screening and techniques used to detect and identify –</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Access to computers</li> <li>• Textbooks</li> </ul>



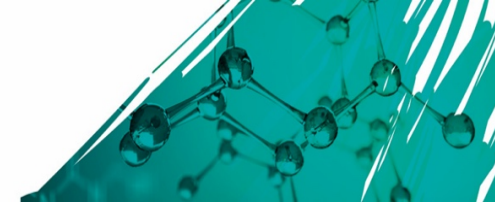
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> <li>○ bowel, prostate, breast cancer</li> <li>○ aspiration techniques – cerebrospinal fluid, amniocentesis, allergic reaction tests</li> <li>○ tissue typing for bone marrow transplantation</li> <li>○ autopsies and overview of the use of specimens to establish a cause of death.</li> </ul> <p><b>Plenary:</b> tutor-led discussion of additional information to be included next lesson in each group presentation:</p> <ul style="list-style-type: none"> <li>○ how the procedures are carried out</li> <li>● why early and accurate diagnosis is important in terms of prognosis, quality of life, emotional, economic and financial costs to the individual, society and the health service.</li> </ul>	
14	<b>B1: Tissue investigation and consequences of diagnosis</b>	IS	<ul style="list-style-type: none"> <li>● <b>Tutor-led presentation:</b> reminder of the purpose of work started last lesson on techniques and implications of disease screening and diagnosis.</li> <li>● <b>Small group work:</b> learners complete work from previous lesson on screening and techniques used to detect and identify –           <ul style="list-style-type: none"> <li>○ bowel, prostate, breast cancer</li> <li>○ aspiration techniques – cerebrospinal fluid, amniocentesis, allergic reaction tests</li> <li>○ tissue typing for bone marrow transplantation</li> <li>○ autopsies and overview of the use of specimens to establish a cause of death.</li> </ul> </li> <li>● <b>Plenary:</b> check that work will be completed for presentation next lesson. Draw lots to determine the order of presentations.</li> </ul>	<ul style="list-style-type: none"> <li>● Access to computers</li> <li>● Textbooks</li> </ul>



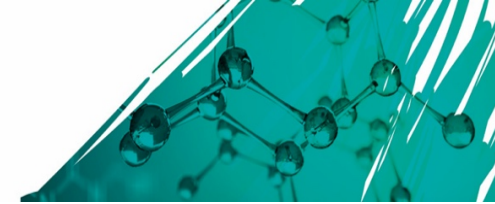
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
15	<b>B1: Tissue investigation and consequences of diagnosis</b> Learner presentations	IS	<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation:</b> reminder of 'rules' of presentation and time for final preparation of materials.</li> <li>• <b>Small group presentations:</b> and brief discussion/feedback on each one.</li> <li>• <b>Plenary:</b> discuss presentations and clarify any misconceptions or areas of weakness.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner presentation material</li> </ul>
16	<b>B2: Role of informatics and record keeping</b>	V	<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation:</b> about the importance of record keeping. Show learners (photographs) the size of some written patient files. Or Use a mock file or images of files from the internet.</li> <li>• <b>Visit:</b> invite a visiting speaker to discuss record keeping and use of Laboratory Information Management Systems (LIMS). Learners will need time to prepare questions for the visitor, for example about how:               <ul style="list-style-type: none"> <li>○ test results are recorded, stored and disseminated</li> <li>○ how and by whom the files can be updated and amended if necessary.</li> <li>○ Who has access to the records and how this is monitored</li> <li>○ what checks are in place to ensure the correct information is entered on the correct patient record.</li> <li>○ how confidentiality maintained.</li> </ul> </li> <li>• <b>Plenary:</b> clarify any issues with the visitor .</li> </ul>	<ul style="list-style-type: none"> <li>• Images/photographs of the size of some patient files</li> <li>• Mock file or images of files from the internet</li> </ul>
17	<b>B2: Role of informatics and record keeping</b>	IS	<ul style="list-style-type: none"> <li>• <b>Small group work:</b> use a mind map exercise to discuss how patient information is collected and stored:               <ul style="list-style-type: none"> <li>○ What information is required?</li> <li>○ How should it be organised?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Access to computers and the internet</li> </ul>



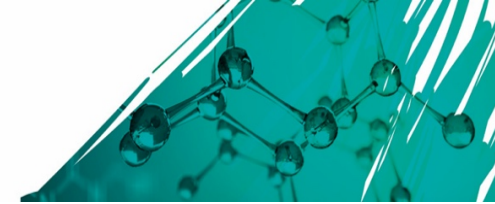
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> <li>○ How should it be stored – handwritten versus computer?</li> <li>○ Use of Laboratory Information Management Systems (LIMS)</li> <li>○ Lost record issues</li> <li>○ How can accuracy be checked?</li> <li>○ Who should have access?</li> <li>● <b>Plenary:</b> discuss the findings of the mind mapping exercise and the relevance to patients and society.</li> </ul>	
18	<b>B1/B2: Use of diagnostic techniques and record keeping</b>	IS	<ul style="list-style-type: none"> <li>● <b>Tutor-led discussion:</b> of case studies to allow determination of a diagnosis. Arrange learners in small groups to use a case study to determine tests that will enable a diagnosis. Learners should make records of tests and produce possible diagnoses.</li> <li>● <b>Small group work:</b> learners prepare a case study of an individual and identify which investigations should be carried out to arrive at a diagnosis. They should identify the information to be recorded.</li> <li>● <b>Plenary:</b> discuss how diseases often have similar symptoms, and the need for accurate patient information to allow appropriate tests and make an accurate diagnosis.</li> </ul>	<ul style="list-style-type: none"> <li>● Tutor-prepared information about 2–3 individuals, including sufficient details of symptoms for learners to decide on suitable investigations to be carried out</li> </ul>
19	<b>B1/B2: Use of diagnostic techniques and record keeping</b>	GW	<ul style="list-style-type: none"> <li>● <b>Group work:</b> groups feed back on their decisions on tests and a potential diagnosis, and present their patient 'records'.</li> <li>● <b>Class discussion:</b> on the need for accurate patient information to allow accurate testing and make a diagnosis.</li> <li>● <b>Plenary:</b> check learners are confident to start assessment of learning aim B next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● Learner materials for presentations</li> <li>● Learning aim B assignment brief</li> <li>● Glossary of command words</li> </ul>
20–21	<b>Assignment writing for learning aim B</b>	AW	<ul style="list-style-type: none"> <li>● <b>Lead-in:</b> explain the layout of the assignment brief and clarify the tasks if necessary. Stress the need to meet the command words</li> </ul>	<ul style="list-style-type: none"> <li>● Glossary of command words</li> </ul>



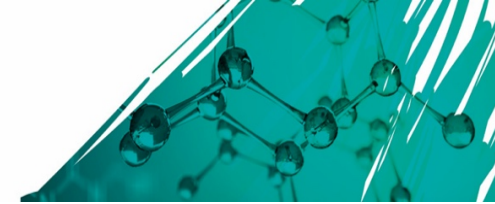
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>and meet the deadline for submission.</p> <ul style="list-style-type: none"> <li>• <b>Independent activity:</b> ask learners to carry out the tasks in the assignment brief. Remind learners to complete assignment work and hand it in to meet the assignment deadline.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment brief for learning aim B</li> </ul>
<b>Learning aim C: Examine the use of urinalysis as an analytical and diagnostic tool</b>				
22	<b>C1: Urine composition</b>	GW/IS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> PowerPoint presentation and an overview of the areas that will be studied in this learning aim – urinalysis as an analytical and diagnostic tool. If available, show learners, corrosion preparation of the kidney, models of a kidney tubule.</li> <li>• <b>Recap of urinary system:</b> search the internet to find animations/songs (such as the YouTube video, 'Human Urinary System – 3D animation – Biology') or use an outline of the human body for learners to label in relation to the urinary system and components of urine. Alternatively, use an online quiz, e.g. visit the Khan academy and search for 'health and medicine/introduction to the kidneys – introductory renal quiz'.</li> <li>• <b>Whole group discussion:</b> discuss the function of kidneys and production of urine to ensure understanding. There is the possibility of the dissection of a kidney as a demonstration or a learner activity (moral and ethical issues will need to be considered). Photographs can be taken for use in assignment writing.</li> <li>• <b>Individual activity:</b> learners research the composition and normal levels of components in the urine of a healthy person.</li> <li>• <b>Plenary:</b> class discussion to complete a flowchart of the process of normal urine production and composition. Ask learners to collect</li> </ul>	<ul style="list-style-type: none"> <li>• Learning aim C unit content list</li> <li>• Tutor-prepared PowerPoint slides of constituents of urine and recap of the urinary system</li> <li>• Kidney dissection</li> <li>• Corrosion preparation model of kidney and tubules</li> <li>• Songs or animations of the urinary system</li> <li>• Internet and computer access</li> </ul>



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			articles about the use of urine analysis in sports for the next lesson.	
23	<b>C2: Urinalysis</b>	IS	<ul style="list-style-type: none"> <li>• <b>Tutor-led discussion:</b> using articles about urine analysis in sporting events, discussion the use of tests to detect pregnancy and disease.</li> <li>• <b>Small group activity:</b> learners carry out research into urine analysis, how samples are taken and what tests are carried out. Issues to be considered: cleanliness of genitalia, midstream collection, time of day, the time between collection of samples, preservation of samples that will not be tested immediately.</li> <li>• <b>Feedback on findings:</b> learners compile an annotated flowchart of the processes involved in urine collection.</li> <li>• <b>Whole group discussion:</b> about the testing of urine and health and safety considerations.</li> <li>• <b>Plenary:</b> discussion to prepare learners for the visit next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Articles about urine analysis in sport</li> <li>• Computer and internet access</li> <li>• Visit 'Scientific.co.uk' and search for 'product manual/3008/Urinalysis using simulated urine'. This is an introduction to Urinalysis using simulated urine that you may find helpful for reference</li> </ul>
24	<b>Practical work testing urine</b>	V	<ul style="list-style-type: none"> <li>• <b>Visit:</b> arrange a visit from a clinician, or a visit to a urine analysis laboratory. This is an opportunity for learners to see automated testing and to discuss and interpret results. This could be a virtual visit.</li> </ul>	



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
25–26	<b>Practical work on urinalysis</b>	IS	<ul style="list-style-type: none"> <li>• <b>Tutor-led discussion:</b> remind learners about health and safety and tests to be carried out (visual, chemical and microscopic). Siemens' STEM day activity may be helpful – this has three 'patient' urine samples that could be used and adapted (visit the 'Carolina.com website and search for 'teacher resources/developing and analysing urine samples as a model of kidney function').</li> <li>• <b>Small group work:</b> to develop skills testing and recording results of samples of 'urine'. Have learners produce a reference guide for each test.</li> <li>• <b>Plenary:</b> discussion about the need to complete practical work and to consolidate skills for future practical assessment for C.P8.</li> </ul>	<ul style="list-style-type: none"> <li>• Fake 'urine' for sampling (visit the JSTOR website and search for the journal article 'Clinical Urinalysis: Implications for Teaching')</li> <li>• Visit the 'Carolina.com' website and search for 'teaching resources – developing and analysing urine samples as a model of kidney function'</li> <li>• Centre-prepared practical worksheets</li> <li>• Microscopes, reagents and equipment for tests</li> </ul>
27	<b>Interpretation of results</b>	GW/IS	<ul style="list-style-type: none"> <li>• <b>Tutor-led discussion:</b> results of practical work.</li> <li>• <b>Small group work:</b> learners develop patient case studies, including symptoms and how and why they occur. Presentations must include identification of tests that would be considered to obtain a diagnosis, and monitoring of the patient over time.</li> <li>• <b>Tutor-led discussion:</b> interpretation and evaluation of results. Cover the possibility of false results due to contamination, incorrect sample collection, preservation or inaccurate interpretation of</li> </ul>	<ul style="list-style-type: none"> <li>• Learner practical results</li> <li>• Identification of the contents of the samples given to learners to analyse</li> </ul>



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			results.	
28	<b>Assessment opportunity for practical work for C.P3</b>	AW	<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation:</b> introduction to the assessment of C.P3.</li> <li>• <b>Individual learner activity:</b> work for C.P3 – carry out simple urinalysis and start writing up for assessment.</li> <li>• <b>Plenary:</b> remind learners to continue to write up for the criterion. Check if any learners need more time to complete or repeat practical work next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning aim C assignment brief</li> <li>• Fake 'urine' for sampling</li> <li>• Centre-prepared practical worksheets</li> <li>• Microscopes, reagents and equipment for tests</li> </ul>
29–30	<b>Assignment writing for learning aim C</b>	AW	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> explain the layout of the assignment brief C and clarify the tasks if necessary. Stress the need to meet the command words and meet the deadline for submission.</li> <li>• <b>Individual activity:</b> learners complete work for assessment for learning aim C following the tasks in the assignment brief. Remind learners to complete assignment work and hand it in to meet the assignment deadline.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment brief for learning aim C</li> <li>• Glossary of command words</li> </ul>

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