**Access to H E Diploma: Nursing, Midwifery & Health Studies**

**Assignment Brief**

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| Unit title(s): **Stress** | | | | |
| Unit Code: **QUOO7672** | Unit Credit: **3** | Unit Level: **3** | Graded: **Yes** | |
| Learner Name: | | Student ID: | | Grp: |
| **Tutor/Assessor:** Fosterer Joseph | | **Assignment Issued Date: 30th March 2018** | | |
| **Tutor/Assessor Email:** fosterer.joseph@waltham.ac.uk | | **Final Submission Date: 14th May 2018** | | |
| **Internal Verifier:** Colin Johnson | | **I.V of Assignment Brief Date:** | | |

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| Assessment Type | Description of Assessment Task | Additional Guidance | Criteria and Grade Descriptors | Submission Date | Resubmission  Date  (two-weeks after submission date) |
| **1,500 word essay on the following topic:** | Stress is believed to trigger high levels of anxiety and is often associated with negative consequences to the health of individuals such as a reduced immune system. Alert your social work colleagues about the adverse effects of stress.  Write an essay outlining the approaches to stress and critically evaluate both the physiological and environmental explanations of stress. Also, discuss how individual differences can be related to stress referencing psychological research. | You must use a formal academic structure of an essay, pay attention to spelling, punctuation, paragraphs and grammar, and reference in accordance with the Harvard system.  Make sure you distinguish between the different definitions/definitions. Provide evidence from a wide range of sources that will support and contradict your argument. Make use of psychological research in your work. | 1.1  2.1  2.2  3.1  GD1  GD2  GD7 | 14.5.18 | 4.5.18 |
| I am aware that plagiarism is defined as the submission or presentation of work, in any form, which is not one’s own, without acknowledgement of the sources used. I have included full referencing as required in a format endorsed by the course teaching team (the Harvard System). I recognise that plagiarism can also arise from one student copying another student's work or from inappropriate collaboration between students.  I am aware that assessment evidence that has been deemed to have been plagiarised will not receive credit. | | | | | |
| Learner Declaration: I confirm that the attached assessment evidence is all my own work. | | | | | |
| **Learner Signature:** | | **Date:** | | | |

**Please attach this assignment brief to any written work you are handing in for assessment, or submit the brief as instructed.**

**YOUR WORK CANNOT BE ASSESSED UNLESS YOU HAVE SIGNED AND SUBMITTED THIS FORM**

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| Level | | Unit Title: |
| This assignment addresses the following Assessment Criteria from the unit: | | |
| AC No. | Assessment Criteria | |
| 1.1 | Distinguish between and outline the different definitions/approaches to stress. | |
| 2.1 | Critically evaluate the physiological explanations to stress. | |
| 2.2 | Critically evaluate the environmental explanations to stress. | |
| 3.1 | Discuss the role of individual differences in relation to stress with reference to psychological research. | |

**Grade Descriptors**

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| **Level 3 units only:**  Learners achieve a Pass if they meet all Level 3 Assessment Criteria for a unit. You will achieve a Merit or Distinction by meeting the following Grade Descriptors. Your tutor will give you feedback for all three grades. | | |
| **Grade Descriptor** | **Merit** | **Distinction** |
| **GD1** | The student, student work or performance:  Demonstrates very good understanding of the different approaches. | The student, student work or performance:  Demonstrates excellent understanding of the different approaches. |
| **GD2** | The student, student work or performance:  a) Makes use of relevant facts and theories  b) With very good levels of consistency and accuracy. | The student, student work or performance:  a) Makes use of relevant facts and theories  b) With very good levels of consistency and accuracy. |
| **GD7** | The student, student work or performance:  Is structured in a way that is generally logical and fluent. | The student, student work or performance:  Is structured in a way that is consistently logical and fluent. |

**Grade Guidance**

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| Learners must carefully read the guidance below which is linked to the Grade Descriptors above. | |
| **MERIT** | To achieve a Merit your work will include **very good** explanations of the different definitions to stress, you must clearly distinguish between them showing a very good understanding of the approaches. You will also need to make use of theories such as Rahe et al’s (1970) life changes as a source of stress and models such as Hans Selye’s (1956) GAS model, using very good levels of accuracy and be consistent in your critical evaluations about the explanations of stress. Your discussions will be generally logical and fluent with reference to psychological research such as Kobasa (1977) on the hardy personality. Your writing should be clear and handled in a precise and insightful manner.  Your argument should be well developed and demonstrate a very good response to the demands of the assignment brief. |
| **DISTINCTION** | To achieve a Distinction your work will include **excellent** explanations of the different definitions to stress, you must clearly distinguish between them showing an excellent understanding of the approaches. You will also need to make use of theories such as Rahe et al’s (1970) life changes as a source of stress and models such as Hans Selye’s (1956) GAS model, using excellent levels of accuracy and be consistent in your critical evaluations about the explanations of stress. Your discussions will be consistently logical and fluent with reference to psychological research such as Kobasa (1977) on the hardy personality. Your writing should be coherent and handled in a precise and insightful manner.  Your argument should be well developed and demonstrate an excellent response to the demands of the assignment brief. |