

# Unit 19: Applied Sociological Perspectives for Health and Social Care

<b>Unit code:</b>	<b>F/601/2405</b>
<b>QCF Level 3:</b>	<b>BTEC Nationals</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit aims to enable learners to understand the application of sociological approaches to health and social care. Learners will investigate the concept of an unequal society, explore demographic changes and look at potential links between social inequalities and the health and wellbeing of the population.

## ● Unit introduction

Using the UK as an example of a wealthy country, increases in wealth over the last 25 years and government interventions have not been able to reverse severe inequalities in income, prosperity and life chances. Those on the margins live in a society characterised by accelerating rates of change and new forms of poverty and deprivation.

This unit will give learners invaluable insight into issues relating to some of these vulnerable groups in society and how and why their needs exist.

Learners will examine topics such as social exclusion and inclusion, definitions of poverty, and the links between social inequalities and the health of the population. They will also develop an awareness of the impact of demographic change and its possible consequences.

The unit aims to build on and extend knowledge and understanding learners will have developed through the study of previous units, such as *Unit 2: Equality, Diversity and Rights in Health and Social Care*, and *Unit 7: Sociological Perspectives for Health and Social Care*. It is therefore recommended that learners study both these units before this unit.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand the concept of an unequal society
- 2 Know social inequalities in society
- 3 Understand the nature of demographic change within an unequal society
- 4 Understand potential links between social inequalities and the health of the population.

# Unit content

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## 1 Understand the concept of an unequal society

*Concepts of inequalities:* relating to, eg stereotyping, prejudices, labelling, attitudes, discrimination, marginalisation, social exclusion/inclusion

## 2 Know social inequalities in society

*Social inequalities:* relating to, eg social class, age, gender, culture, ethnicity, disability, sexuality

## 3 Understand the nature of demographic change within an unequal society

*Demographic change:* birth and death rates, immigration, emigration, migration; multi-culturalism; changes in life expectancy, implications of an ageing population; implications of demographic change

*Demographic data:* birth rates, death rates, the census, electoral registers; uses of, eg assessing the potential needs of the population, planning/targeting services, assessing effectiveness of service provision, developing future policy objectives

## 4 Understand potential links between social inequalities and the health of the population

*Social inequalities:* in relation to income and wealth distribution, unemployment, poverty, ageing society, disability and dysfunction, mental illness and suicide

*Health:* factors affecting, including family background, social class, culture, ethnicity, education, housing, economic/employment status, nutritional status, network of social support, peer group influences, media influences, geographical area, access to services/amenities

*Potential effects:* on the individual, groups, and society; eg teenage pregnancies, drug use/misuse, alcohol, crime, mental health, eating disorders, physical health

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> explain the concept of an unequal society [IE3; CT4; SM3]	<b>M1</b> discuss the impact of social inequalities on groups in society	<b>D1</b> evaluate the impact of social inequalities in society
<b>P2</b> describe social inequalities that exist in society [IE3; CT2; CT4; SM3]		
<b>P3</b> explain recent demographic change within home country [IE3; CT2; CT4; SM3]	<b>M2</b> assess the impact of demographic changes within their home country	
<b>P4</b> explain how demographic data is used in health and social care service provision [IE4; SM3]		
<b>P5</b> explain potential links between social inequalities and the health of the population. [IE4; SM3]	<b>M3</b> assess the impact of social inequalities on the health of one group in society.	<b>D2</b> evaluate the potential links between social inequalities and the health of one group in society.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

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## Delivery

This unit should be delivered using a mixture of tutor input and learner-led activity, such as research, role plays and case studies and where appropriate the use of guest speakers from a variety of health and social care settings and other appropriate practitioners. Initially, learners should explore the concept of an unequal society and the impact on individuals and groups within this society. They should explore a range of social inequalities in society; this could be through the use of case studies. Learners should then be able to discuss the impact of social inequalities on different groups in society and, from this, evaluate the impact of these social inequalities.

Learners should have the opportunity to investigate demographic change within a home country (ideally the UK, but it is up to learners) and from this investigation make an assessment of the impact of recent demographic changes in this country.

Once learners are familiar with the range of social inequalities and demographic change they should look at the possible links between social inequalities and the health and wellbeing of the population. They should then assess the impact of social inequalities on the health and wellbeing of a particular group and evaluate these potential links to the health and wellbeing of this group in for a distinction grade. Some coverage of factors that may reduce the impact of inequalities should be included. Many learners find this interesting and they will be able to source up-to-date patterns and trends in health and wellbeing in relation to social inequalities by accessing the 'social trends' from the Office of National Statistics website.

It is important that P1, P2, M1 and D1 are covered before P3, P4, P5, M2, M3 and D2, as without these four initial criteria being covered/achieved learners will be unable to approach P4 and P5 successfully.

Learners should be given opportunities, and time, to develop and practise their research skills when carrying out their investigations for this unit. Arrangements for interactions within the workplace should be discussed and agreed with the tutor and work supervisor/mentor.

In addition to learners accessing a health or social care setting for workplace experience it would be very useful to bring the world of the workplace into the classroom, giving learners applied learning opportunities and also the opportunity to question practitioners. Time should be put aside for learners to prepare questions for visiting practitioners before their visit to get the most out of these opportunities.

Learners should be encouraged at all times to be reflective and develop an awareness of their feelings, thoughts and experiences relating to the concept of an unequal society and the range of social inequalities around them every day, and how these inequalities may impact on the health and wellbeing of the local and regional population.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Unit introduction.
Guest speaker: for example local authority practitioner working in the health department (ideally strategic director or similar).
<b>Learning outcome 1</b> Tutor input: the concept of an unequal society. Buzz group/learner research: different concepts of equality, inequality, fairness, diversity and rights. Case studies: from health and social care settings. Discussion: the different concepts of an unequal society.
<b>Learning outcome 2</b> Tutor input: social inequalities in society. Internet research: diversity and equality/inequalities. Guest speakers: Q&A session with practitioners from a variety of different local authority backgrounds and organisations. Workplace experience venue research on discriminatory practices. Case studies: social inequalities and rights. Learner research: investigate government attempts to tackle the problems of social inequalities and discriminatory practices.
<b>Assignment 1: Social inequalities (P1, P2, M1, D1)</b> Produce a report covering: <ul style="list-style-type: none"><li>• an explanation of the concept of an unequal society</li><li>• a description of a range of social inequalities in society</li><li>• a discussion of the impact of social inequalities on different groups in society</li><li>• an evaluation of the impact of social inequalities in society.</li></ul>
<b>Learning outcome 3</b> Tutor input: the nature of demographic change within the unequal society. Learner research: investigate demography and demographic change within unequal societies. Guest speakers: Q&A session with representatives involved in national initiatives to promote health and wellbeing despite social inequalities. Case studies: demographic change within an unequal society.
<b>Learning outcome 4</b> Tutor input: potential links between social inequalities and the health of the population. Buzz group: different examples of how someone's health can be linked to social inequalities. Learner research: investigate a health or social care setting and Q&A session with practitioners on how health and wellbeing is promoted at their setting and how they are involved in this practice to eliminate social inequalities. Discussion: assess the impact of a social inequality on the health of a particular group.

## Topic and suggested assignments/activities and/assessment

### Assignment 2: Social inequalities and the health and wellbeing of the population (P3, P4, P5 M2, M3 and D2)

Produce a presentation and relevant materials used covering:

- an explanation of demographic change within a home country
- an explanation of how demographic data is used in health and social care
- an explanation of the potential links between social inequalities and the health and wellbeing of the population
- an assessment of recent demographic changes in the home country
- an assessment of the potential impact of social inequalities on the health of one group in society
- an evaluation of the potential links between social inequalities and the health of one group in society.

## Assessment

This unit should be delivered and assessed with as much employer engagement/workplace learning opportunities as is appropriate and relevant.

The learning outcomes can be met through two different assignments where learners are asked to present their evidence using a variety of methods.

The presentation evidence for Assignment 2 should be assessed witnessed by the tutor and an observation/witness record completed detailing where learners have met a learning outcome/assessment criteria and the tutor's written justification for this. Tutors may also like to collect and collate learner notes/materials from their planning and presentation prompts before the presentation and make a copy of these as evidence if this helps support learner evidence.

Assignment 1 is to be completed and presented as a report. This can be produced however learners prefer, but must be a mixture of description (P2) and explanation (P1). If learners also include a discussion (M1) and an evaluation (D1) they will be able to be considered for a merit or distinction grade once Assignment 2 has completed.

Assignments can be assessed whenever is the most appropriate time for the tutor and learners, the order in which they should be completed is important, Assignment 1 should be completed first in order for learners to have the knowledge they need to complete Assignment 2.

The use of guest speakers is encouraged, as are visits to appropriate health and social care settings to talk to appropriate staff. Learners will get the most out of these opportunities by being given time before them to plan and design questions, based around the learning outcomes, to ask whilst on a visit or to use with the guest speaker.

In order to pass the unit, learners must achieve a pass grade for each learning outcome, the five pass criteria are spread across both assignments, and both assignments must be covered and assessed. All five pass criteria must be achieved before merit grade criteria can be assessed, additionally the merit criteria must be achieved before the distinction grade criteria can be assessed.

Pass grade learners will, on the whole produce evidence that is an explanation or description.

Merit grade learners, in addition to the above, will produce evidence that shows they have carried out an assessment and discussion.

Distinction grade learners, in addition to the above, will include an evaluation in their evidence.

Learners may like to carry out their plans and investigations/research in small friendship groups, this is acceptable but final evidence for assessment must be individually produced pieces of work.

Tutors are encouraged to embed personal, learning and thinking skills (PLTS) for as many opportunities as is appropriate within classroom-based activities, applied learning/contextualised activities and assessment.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1, D1	Social inequalities	You have been asked to update the information about the inclusive nature of your place of work (nursery school for deaf children).	Report.
P3, P4, P5, M2, M3, D2	Social inequalities and the health of the population	This information will be used at a forthcoming open day where you will engage with current and potential new learners and parents.	Presentation and materials.

### Links to National Occupational Standards (NOS), other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite (see *Appendix A*) and has links with units from other qualifications in that suite. See *Appendix E* for NOS links and *Appendix G* for a mapping of the NHS Knowledge and Skills Framework against particular units in this qualification.

### Essential resources

Learners will require access to library facilities, including relevant texts, professional magazines and journals, CD ROMs, current newspapers and ICT facilities including the internet, with tutor guidance to avoid inappropriate use. Guest speakers who work in the statutory, private and voluntary sectors will enhance learning.

Social trends, particularly regarding demographic change and health and wellbeing patterns and are a very useful resource and can be accessed via a central library or the Office for National Statistics website.

### Employer engagement and vocational contexts

Visits from speakers employed within the health and social care sectors and representatives of particular bodies in society involved with health and inequalities and trends will enhance learner understanding. Learners would also benefit from visits to relevant organisations.

The local authority will be of particular use for this unit. The local authority will have several departments who deal with health as part of their daily work. The first point of contact for this unit in this context will be the local authority human resources department.

## Indicative reading for learners

### Textbooks

Asbridge L, Lavers S, Moonie N and Scott J – *BTEC First Health and Social Care* (Heinemann, 2006)  
ISBN 9780435463328

Baldock J, Manning N, Miller S and Vickerstaff S – *Social Policy* (Oxford University Press, 1999)  
ISBN 9780198781738

Clarke L – *Health and Social Care GCSE* (Nelson Thornes, 2002) ISBN 9780748770724

Eden S – *Society, Health and Development Level 1 Foundation Diploma* (Pearson, 2008)  
ISBN 9780435500900

Haralambos M and Holborn M – *Sociology Themes and Perspectives* (Collins Educational, 2008)  
ISBN 9780007245956

Haworth E, Allen B, Forshaw C, Nicol D, Volbracht A and Leach J – *Society, Health and Development Level 2 Higher Diploma* (Pearson, 2008) ISBN 9780435401030

Lovell T and Cordeaux C – *Social Policy for Health and Social Care* (Hodder and Stoughton, 1999)  
ISBN 9780340683613

Mason L, Horne S and Irvine J – *BTEC Introduction Health and Social Care* (Heinemann, 2004)  
ISBN 978435462451

Moore S – *Social Welfare Alive Third Edition* (Nelson Thornes, 2002) ISBN 9780748765614

Moore S, Chapman S and Aiken D – *Sociology for AS-level* (Collins educational, 2001)  
ISBN 9780007113149

Nettleton S – *The Sociology of Health and Illness* (Polity, 2006) ISBN 13 9780745628288 (pb)

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907663

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson, 2010) ISBN 9781846907470

### Journal

*Sociology Review* – Phillip Allen Updates

### Websites

[www.dh.gov.uk](http://www.dh.gov.uk)

Department of Health

[www.statistics.gov.uk/socialtrends](http://www.statistics.gov.uk/socialtrends)

Office for National Statistics

[www.ohn.gov.uk/ohn/ohn.htm](http://www.ohn.gov.uk/ohn/ohn.htm)

Our Healthier Nation website

[www.official-documents.co.uk/document/doh/ih/ih.htm](http://www.official-documents.co.uk/document/doh/ih/ih.htm)

1998 Independent Inquiry into Inequalities in Health Report



## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	[IE3] investigating the concept of an unequal society and social inequalities in society; investigating demographic change within a home country; investigating potential links between social inequalities and the health and wellbeing of the population [IE4] analysing and evaluating demographic data, judging its relevance and value to the health and social care sector
<b>Creative thinkers</b>	[CT2] asking questions to extend their thinking when investigating social inequalities and demographic change [CT4] questioning their own and others' assumptions related to social inequalities and demographic change in society
<b>Self-managers</b>	[SM3] organising time and resources, prioritising actions to meet assessment deadlines.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Manage information storage to enable efficient retrieval	retrieving work saved throughout their investigation into the concept of an unequal society, demographic change and how social inequalities link to the health and wellbeing of the population
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching and investigating the range of social inequalities and their link to the health and wellbeing of the population
<b>ICT – Develop, present and communicate information</b>	
Bring together information to suit content and purpose	organising findings from research as assignment evidence
Present information in ways that are fit for purpose and audience	producing assignments
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the concept of an unequal society, demographic changes and the potential links between social inequalities and the health and wellbeing of the population
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching textbooks and websites regarding the range of social inequalities and their links to the health and wellbeing of the population
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing a report for Assignment 1 and presentation materials for Assignment 2.