

Unit 47: Social Policy for Health and Social Care

Unit code:	K/600/9028
QCF Level 3:	BTEC Nationals
Credit value:	5
Guided learning hours:	30

● Aim and purpose

This unit aims to enable learners to understand social policy as related to health and social care. Learners will be able to investigate the structure of Government and the policy-making process and also how the Government responds to tackling social inequalities.

● Unit introduction

The UK is an example of a wealthy country in which the increases in wealth over the last 25 years and the interventions from government 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 knowledge and insight into the structure of government and the policy-making process, as well as the role of welfare policies relating to some of these vulnerable groups in society. Learners will examine the effectiveness of national strategies to combat social inequalities and meet the needs of marginalised groups.

The unit aims to build on and extend knowledge and understanding that learners will have developed through the study of units such as *Unit 2: Equality, Diversity and Rights in Health and Social Care*, *Unit 7: Sociological Perspectives for Health and Social Care* and *Unit 19: Applied Sociological Perspectives for Health and Social Care*.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the structure of government and the policy-making process
- 2 Understand government responses to tackling social inequalities.

Unit content

1 Understand the structure of government and the policy-making process

The levels of government and their impact on policy decisions: local government, central government, the range of government departments; European Union

Home country: as relevant, eg England, Wales, Northern Ireland

The policy-making process: how laws are made; raising awareness, commissioning of research, recommendations, Green Paper, White Paper

2 Understand government responses to tackling social inequalities

Government: political party, political ideology; influence of European Union, pressure groups, the mass media, the economy

Government responses: how they have come about, what influences may have affected them

Legislation: relevant initiatives, eg Social Exclusion Unit, early identification of the most at risk households, individuals and children; raising outcomes and aspirations of children in care; reducing the rate of teenage pregnancies; ensuring that people with mental health problems receive effective services, supporting the work of the Respect Unit; equal opportunities; social security; criminal justice

Influence of pressure groups: changes in government policy; the impact of pressure groups and collective action

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:
P1 explain the structure of government relevant to home country [IE3; IE4; CT2; CT4]		
P2 explain the policy-making process [IE3; IE4; CT2; CT4]		
P3 explain recent attempts by the Government to tackle social inequalities [CT4]	M1 discuss two recent examples of current government attempts to tackle social inequalities	D1 evaluate the effectiveness of two recent examples of current government attempts to tackling social inequalities.
P4 explain how pressure groups have recently attempted to influence policy-making decisions in relation to social inequalities. [IE3; CT2; CT4]	M2 assess how pressure groups have recently influenced policy-making decisions in relation to social inequalities.	

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.

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

Essential guidance for tutors

Delivery

This unit should be delivered using a mixture of tutor input and learner-led activity, such as research, role and case studies and, where appropriate, guest speakers from a variety of local authority departments.

Initially, learners should explore the structure of the Government and the policy-making process. Learners could work in small groups to identify and explain recent examples of current Government attempts to tackle social inequalities and then progress on to evaluate the effectiveness of two recent examples of current Government attempts to tackling social inequalities. Learners should be introduced to pressure groups, but may never have heard of these before and this should be taken into consideration for learning outcome 2. M2 requires learners to assess how pressure groups have recently influenced policy-making decisions in relation to social inequalities.

Learners should be introduced to the range of social inequalities before they investigate and explain recent examples of current Government attempts to tackle these social inequalities and then to move on to concentrate on just two recent examples of current Government attempts to tackle social inequalities for M1.

Learners should be given opportunities, and time, to develop and practise their research skills when investigating social inequalities and Government attempts to tackle these social inequalities. Arrangements for interactions within the local authority workplace should be discussed and agreed with the tutor and work supervisor/mentor.

In addition to learners accessing a local authority department venue for workplace experience, it would be very useful to bring the world of the local authority workplace into the classroom, giving learners applied learning opportunities and also the opportunity to question practitioners. Therefore 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 need to develop awareness that the government's responses to welfare issues will vary due to many influencing factors. Learners should already have knowledge of legislation associated with equality, which could be further explored alongside welfare reform. In addition, initiatives such as the New Deal, Sure Start (children/older people), Prince's Trust, Connexions, neighbourhood/community renewal, mental health reform and support for carers could be avenues to explore depending on the interests of the cohort. It is essential that learners have accurate knowledge and understanding of some of these reforms, particularly as higher grade learners need to be able to demonstrate skills of analysis in order to investigate the effectiveness of current government initiatives.

Learners should be encouraged at all times to be reflective and to develop an awareness of their feelings, thoughts and experiences with regard to social policy and social inequalities.

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 public service worker/local authority worker.
Learning outcome 1 Buzz group/learner research: on the structure of the Government and its policy-making process. Class discussion: the structure of Government.
Assignment 1: The structure of government and the policy-making process (P1, P2) Produce an educational poster covering Government structure and the policy-making process.
Learning outcome 2 Learner research: different social inequalities (use internet where possible). Q&A/guest speakers: from a variety of different local authority backgrounds and organisations. Workplace experience venue research on social inequalities. Case studies: social inequalities. Learner research: investigate Government attempts to tackle the problem of social inequalities.
Assignment 2: Government attempts to tackle social inequalities and pressure groups (P3, P4, M1, M2 and D1) Produce a report covering: <ul style="list-style-type: none">recent examples of current Government attempts to tackle social inequalitieshow pressure groups have attempted to influence policy-making decisions in relation to social inequalities.
Unit review and assessment.

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.

Learning outcome 1 is achieved by meeting assessment criteria P1 and P2 by explaining the structure of Government and the policy-making process. If learners are producing educational posters as evidence towards P1 and P2, these could become part of a presentation (for example at an open evening). If this is the case, then an observation/witness record must be completed. Tutors may also like to photograph displays/posters/information booklets as evidence for Assignment 1.

Assignment 2 is to be completed and presented in the form of a written report.

Learning outcome 2 is achieved by completing assessment criteria P3, P4, M1, M2 and D1 and could be presented as a written report. Learners will investigate recent examples of current government attempts to tackle social inequalities, including a detailed discussion of two of these attempts to achieve the merit grade and an evaluation of their effectiveness for the distinction grade. Learners must also research how pressure groups have attempted to influence policy making decisions in relation to social inequalities to meet P4 and M2.

The assignments set can be assessed in whatever order is most appropriate time for the tutor and learners, however it is probably best to cover P1 first as a solid foundation for the remaining learning outcomes and assignments.

The use of guest speakers from a social policy/local authority background is encouraged, as are visits to local authority 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. Pass grade learners will, on the whole, produce evidence that is an explanation. Merit grade learners, in addition to the above, will produce evidence, that shows they have carried out an examination or assessment. 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.

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	The structure of government and the policy-making process	You are a peer mentor and will be supporting the tutor with a small group of first year BTEC learners teaching social policy with a particular focus on the structure of the Government and its policy-making process, social inequalities and pressure groups.	Educational poster.
P3, P4, M1, M2 and D1	Government attempts to tackle social inequalities and pressure groups	Tutors find these subject areas to be a little 'dry' and difficult for learners to understand, with your help, as you are a learner too, you may be able to help the tutor make this subject more accessible and understandable for the first year learners.	Report.

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 full library facilities including textbooks, journals/professional magazines, relevant newspaper articles, DVDs and recordings of suitable television documentaries. They will also require access to the internet, with tutor guidance to avoid inappropriate use.

Employer engagement and vocational contexts

Visits from speakers employed within the health and social care sectors and representatives of ethnic minority groups will enhance learner understanding. Learners would also benefit from visits to organisations which promote the rights of individuals such as Age Concern, Disability Living Centres and Asian women's projects.

The local authority will be of particular use for this unit. The local authority will have several departments who deal with community inequalities 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

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

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

Journals and magazines

Community Care Magazine

General Social Care Council Codes of Practice

Websites

www.ageconcern/dignity.asp

www.dh.gov.uk

www.eoc.org.uk

www.linkability.org.uk

www.skillsforhealth.org.uk

Age Concern

Department of Health

Equal Opportunities Commission

Empowering individuals

Sector Skills Council for the UK Health Sector

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 ...
Independent enquirers	[IE3] exploring issues, events or problems from different perspectives eg structure of Government, the policy-making process and social inequalities [IE4] analysing and evaluating information, judging its relevance and value
Creative thinkers	[CT2] asking questions to extend their thinking about how the government makes policies [CT4] questioning their own and others' assumptions about how the government addresses social policy.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Manage information storage to enable efficient retrieval	retrieving work saved throughout the investigation into the structure of Government and the policy-making process
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching and investigating pressure groups
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	organising findings from research as evidence for learning outcomes
Present information in ways that are fit for purpose and audience	presenting information in each assignment for different purposes
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the structure of the Government and the policy-making process
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching textbooks and websites regarding Government structure, social inequalities and pressure groups
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing a report on how the government attempts to deal with social inequality.