

Unit 27: Social Welfare Services

Unit code:	Y/600/6108
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to enable learners to know the scope of social welfare in the UK and the need for social welfare. Learners will gain understanding of how social welfare services are managed to meet the needs of vulnerable groups in society.

● Unit introduction

The social welfare system in the UK meets a wide variety of needs. It supports older people and people with specific needs who are no longer able to care for themselves without help. It provides essential services to children and young people who would otherwise be at risk and has an important role in bringing together the wider range of services, such as health and housing, statutory and voluntary services on which their users also depend. The growth of these services since they were founded has been substantial.

Learners will develop an understanding of the range of social welfare provision available. They will also look into the various responsibilities for the delivery and management of social welfare services by a range of public services supported by private and third sector organisations and how those public, private and third sector organisations must work together to meet the needs of the most vulnerable in society.

Learners will identify which groups in society are vulnerable and therefore most likely to need to access social welfare services. Learners will also learn about the role of the Care Quality Commission.

On completion of this unit learners will understand the scope of social welfare in the UK and the legislative and regulatory framework supporting it.

Learners will also investigate the roles of the range of public services and inspection bodies in the social welfare sector and the interrelationship between social welfare services and other services such as the NHS, police, courts and housing services.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the development of the social welfare system in the UK and the legal framework which supports it
- 2 Understand the factors that contribute to the need for a social welfare system
- 3 Understand the role of the public, private and third sector organisations in the delivery and management of social welfare services.

Unit content

1 Know the development of the social welfare system in the UK and the legal framework which supports it

Development of UK social welfare system: history of social welfare provision in the UK since 1900 including emergence of National Insurance in early 20th century, the Beveridge report, privatisation and contracted out services, the impact on British social policy of greater European integration

Current social welfare legislation: overview of the relevant current legislation including Children Act 1989 and 2004, Childcare Act 2006, Mental Capacity Act 2005, the Health and Social Care (Community Health and Standards) Act 2003, NHS Reform and Health Care Professions Act 2002, Child Support, Pensions and Social Security Act 2000, Care Standards Act 2000, Data Protection Act 1994, Disability Discrimination Act 2005, Mental Health Act 2007 including any subsequent amendments to legislation; Every Child Matters agenda

2 Understand the factors that contribute to the need for a social welfare system

Factors: education, disability, domestic violence, physical and mental health problems; poverty including definitions and measures, effects of poverty, role of government policy in minimising the impact of poverty; unemployment including trends, distribution, impact

Vulnerable groups in society: including children and young people, people with a physical disability, people with a learning disability, people with mental health problems, the elderly, the homeless, victims of abuse including domestic violence, recently discharged offenders

3 Understand the role of the public, private and third sector organisations in the delivery and management of social welfare services

Public services involved in social welfare provision: social services role, service provision for different groups in society; links with other public services: other public services involved in social welfare provision including Department of Work and Pensions (DWP), health services, housing services, education services, criminal justice organisations including police, courts and probation

Private sector organisations: private provision of services including private residential care, private healthcare, contracted out services

Third sector organisations: voluntary and charitable organisations involved in provision of advice and services eg Shelter, ChildLine, Barnardo's, NACRO

Importance of partnership working and information sharing: need for effective partnership working between public service organisations and between private, public and third sector organisations; impact of failure to work effectively

Bodies regulating provision of social welfare: including Care Quality Commission.

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 outline the development of the social welfare system in the UK		
P2 outline the key current social welfare legislation		
P3 describe factors that contribute to the need for social welfare	M1 justify the need for social welfare provision to support vulnerable members of society [IE3]	D1 evaluate the importance of public, private and third sector organisations working together in the provision of services for one vulnerable group in society. [IE6]
P4 identify vulnerable groups in society and their need for social welfare services		
P5 describe the role of social services and other public services in the provision of social welfare	M2 explain the relationship between public, private and third sector organisations in the provision of social welfare. [IE4]	
P6 explain the purpose of private and third sector organisations in the provision of social welfare.		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate 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

Delivery of this unit should focus on active and experiential learning and the opportunities for learners to research aspects of the content and contribute to classroom discussion both with their tutor and with appropriate public, private and third sector organisations and their personnel.

Delivery is enhanced where groups of learners take responsibility for researching specific aspects of the unit content (as agreed with the tutor) and presenting their findings to other learners in the peer group using presentation slide shows, posters, leaflets, exhibitions, quizzes and other activity-based approaches. This helps learners to develop the personal, learning and thinking skills (PLTS) which are an essential part of their overall programme, in particular team working, independent enquiry and creative thinking skills.

Current examples highlighted in the media and on the internet provide rich (and real) case studies for the development of group-based research and classroom discussion.

The development of social welfare in the UK does not need to be studied in depth, but learners should be given an overview and context so that they can understand why such provision has developed and its role in the 21st century.

Welfare legislation should be covered in sufficient depth for learners to know the key acts and the main aspects of social welfare provision that they affect.

The study of factors contributing to social welfare needs and the vulnerable groups in society could be delivered using a project approach where teams of learners research specific factors and vulnerable groups and present their findings to the rest of the learner group.

The purpose and role of the organisations involved in delivering social welfare services, and how those organisations work together can be studied by using real case studies taken from the media and from public service and third sector organisation websites. Speakers from public service and third sector organisations should be encouraged to contribute to the delivery of this learning outcome, providing illustrations from their own experiences.

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
Tutor introduces the unit and outlines the assessment.
The development of the social welfare system in the UK. Tutor input. Development of a timeline showing changes since the early 20th century. Internet research on tutor-directed sites. Classroom discussion – need for social welfare.
Key current social welfare legislation. Tutor input. Internet research on tutor-directed sites by groups of learners and presentation to the peer group. Learners produce poster displays showing key legislation and a summary of its scope. Classroom discussion.
Factors that contribute to the need for social welfare. Tutor input. Classroom discussion. Internet research on tutor-directed sites by groups of learners into specific factors (eg education, disability, domestic violence, physical and mental health problems, poverty) and presentation to peers. Case study approach using issues currently in the media and press. Classroom discussion.
Vulnerable groups in society and their need for social welfare services. Groups of learners research a specific vulnerable group and their needs using media and case studies, internet, questioning relevant public and third sector personnel when on visits or when these personnel are invited to give talks.
Assignment 1: The Development of Social Welfare in the UK
Includes learner-initiated private study. (P1, P2, P3, P4, M1)
The role of social services and other public services in the provision of social welfare. Groups of learners research a public service and its contribution to social welfare services using media and case studies, internet, questioning relevant public sector personnel when on visits or when these personnel are invited to give talks.
Roles and purpose of private and third sector organisations in the provision of social welfare. Groups of learners research a specific service and its contribution to social welfare services using media and case studies, internet, questioning relevant private and third sector personnel when on visits or when these personnel are invited to give talks.
How public services work with other organisations to provide social welfare services and why effective partnership working is required. Discussion and questioning of relevant public service personnel. Use of case studies showing success of partnership working and where partnership working breaks down (eg Baby Peter).
Assignment 2: Organisations Involved in Social Welfare Provision
Includes learner-initiated private study. (P5, P6, M2, D1)
Unit and assignment review.

Assessment

To achieve P1, learners should provide an outline of how the social welfare system in the UK has developed within the UK. This should cover the rapid emergence of social welfare services in the 20th century and the development of the National Health Service, moving through to the present day.

For P2, learners should provide information relating to the key social welfare legislation, indicative content relating to this is listed in the unit content, but this may need to be updated by any legislation that supersedes the listed legislation.

P3, P4, M1 and D1 may be assessed together, through an activity which allows the learners to set out the factors that contribute to the need for social welfare, such as poverty and lack of education, and then moving on to identify the what the needs are of the vulnerable groups in society. The evidence for M1 would come out of this, where learners provide reasons or evidence to support their opinion regarding the need for welfare provision to support the vulnerable members of society, showing how they have developed those opinions.

P5 and P6 require learners to describe the role of social and public services in the provision of social welfare and also to set out the reasons for private and third sector organisations involvement in the provision of social welfare. To achieve M2 learners need to set out why the public, private and third sector organisations work together in the provision of social welfare.

D1 can be evidenced through a summative assessment, requiring learners to choose one vulnerable group in society, and evaluate (using evidence they have found) the importance for this group of public, private and third sectors working together in the provision of social welfare.

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, P3, P4, M1	The Development of Social Welfare in the UK	You have been asked to present to a group of students at a careers fair.	Report, presentation, exhibition, interview.
P5, P6, M2, D1	Organisations Involved in Social Welfare Provision	Case study looking at where inter-agency working has not been effective.	Report, presentation, exhibition, interview.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Public Services sector suite. This unit has particular links with the following unit titles in the Public Services suite:

Level 1	Level 2	Level 3
	Citizenship, the Individual and Society	Custodial Care Services
	Community and Cultural Awareness	

Essential resources

Learners need access to ICT, including the internet.

Employer engagement and vocational contexts

It is vital that this unit is delivered using a range of real case studies and scenarios drawn from real public services.

Delivery of this unit will be greatly enhanced if learners have the opportunity to visit a range of public service organisations with responsibility for social welfare activity and support in the UK and third sector organisation personnel who contribute to the delivery of social welfare services to vulnerable groups in society.

Talks from relevant public service personnel are vital for learners to be able to relate the content of this unit to real public service scenarios. Public service personnel should be asked to contribute to the design and assessment of assignments including setting real assignment briefs and attending events and presentations where the outcomes of learner work are reviewed.

The use of public service websites and literature is also essential for successful delivery of this unit.

Indicative reading for learners

Textbooks

Dean H – *Welfare Rights and Social Policy* (Pearson, 2002) ISBN 9780130404626

Drakeford M – *Social Policy and Privatisation* (Longman, 1999) ISBN 9780582356405

Fraser D – *The Evolution of the British Welfare State* (Palgrave Macmillan, 2009)
ISBN 0230224660/9780230224667

Goldson B, Lavalette M and McKechnie J – *Children, Welfare and the State* (Sage Publications, 2002)
ISBN 0761972331/9780761972334

Harris M and Rochester C – *Voluntary Organisations and Social Policy in Britain* (Palgrave Macmillan, 2000)
ISBN 0333793145/9780333793145

Pantazis C and Gordon D – *Tackling Inequalities: Where Are We Now and What Can Be Done?*
(Policy Press, 2000) ISBN 1861341466/9781861341464

Websites

Barnado's	www.barnardos.org.uk
Children's Rights Officers and Advocates	www.croa.org.uk
Care Quality Commission	www.cqc.org.uk
Communities and Local Government	www.communities.gov.uk
Department for Education	www.education.gov.uk
Department for Work and Pensions	www.dwp.gov.uk
Department of Health	www.dh.gov.uk
HM Treasury	www.hm-treasury.gov.uk
Legal Services Commission – Social Welfare, Law and Family	www.legalservices.gov.uk/civil/tendering/social_welfare_family.esp
Ministry of Justice	www.justice.gov.uk

NACRO	www.nacro.org.uk
National Health Service	www.nhs.uk
Office of the Children's Rights Director	www.rights4me.org.uk
The Pensions Service	www.thepensionservice.gov.uk
Social care research site	www.scie-socialcareonline.org
Shelter	www.shelter.org.uk

Delivery of personal, learning and thinking skills

Although no PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop arrange of PLTS through approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	<p>justifying the need for social welfare provision to support vulnerable members of society</p> <p>evaluating the importance of public, private and third sector organisations working together in the provision of services for one vulnerable group in society</p> <p>explaining the relationship between public, private and third sector organisations in the provision of social welfare</p>
Team workers	working with other learners to research information and public service organisations
Self-managers	completing assignment work for submission
Effective participators	taking part in classroom discussions.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	justifying the need for social welfare provision to support vulnerable members of society
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching information and public service organisations
ICT – Develop, present and communicate information	
Present information in ways that are fit for purpose and audience	presenting their assignment evidence
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting their assignment evidence
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching information and public service organisations
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	presenting their assignment evidence.