



Accredited

OCR LEVEL 2  
CAMBRIDGE TECHNICAL  
CERTIFICATE/DIPLOMA IN  
**HEALTH AND SOCIAL  
CARE**

**SOCIAL POLICY AWARENESS IN  
HEALTH AND SOCIAL CARE**

H/506/1330

LEVEL 2 UNIT 13

GUIDED LEARNING HOURS: 30

UNIT CREDIT VALUE: 5

# SOCIAL POLICY AWARENESS IN HEALTH AND SOCIAL CARE

H/506/1330

LEVEL 2

## AIM AND PURPOSE OF THE UNIT

Health and social care systems in our country provides for many people in relation to maintaining health, avoiding poverty and providing care and support. This unit aims to provide the knowledge, skills and understanding of how social policy is made in the United Kingdom and how it has historically been applied and how developments over the years have cumulated in the systems that are in place today.

Learners will gain an understanding of how the NHS Welfare State came into being. They will examine the historical events that have helped shape the system to how it is today. The unit also encourages the learner to consider the NHS Welfare State and to analyse its impact on members of society.

Learners will gain an understanding of how the NHS Welfare State aims to tackle inequalities in society and how it aims to benefit the majority of the communities it serves. There will also be an opportunity to investigate the factors that have a direct impact on the provision and delivery of the service.

## ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	The assessment criteria are the pass requirements for this unit. The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand how social policy is developed	P1 define social policy		
	P2 explain the process by which social policy is developed	M1 describe the formation of the NHS and the welfare state	
2 Understand government responses to tackling social inequalities	P3 explain how social policy is used to tackle social inequalities	M2 explain how the NHS and the welfare state benefits individuals	D1 analyse the impact of the welfare state on individuals
3 Understand the impact of social policy on the provision of health and social care services	P4 explain how social policy impacts on the provision of health and social care services		

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

### Learning Outcome 1:

**P1 – Social policy:** general definition: The guidelines, principles, legislation and activities that affect the living conditions conducive to good human welfare.

**P2 - Process:** Green papers: what are they and what is their function.

White papers: what are they and what is their function.

Bills and Acts of Parliament: what are they and what is their function.

**M1 - Formation:** the timeline relating to the birth and development of the National Health Service and the British Welfare State. The National Health Service Act 1946 and amended acts.

### Learning Outcome 2:

**P3 - Social Inequalities:** types of inequalities experienced by members of society since the end of the second world war. Explanation of how the NHS and the welfare state allow access to health and social care support. Free at the point of contact, available to all classes, without discrimination or favour.

**M2 - Benefits:** review the service offered by the NHS and the welfare state and highlight the benefits to the majority of individuals it supports. The topics should include how the poor have access to health and social care support; the provision of education in relation to maintaining good health; the reduction in infant mortality.

**D1 – Impacts:** positive, negative (e.g. improved housing, reduced poverty, nanny state, less personal responsibility for own health and welfare, breakdown of family support and cohesion and greater reliability of state support)

### Learning Outcome 3:

**P4 – Impact:** financial constraints limiting funding for communities, Payment by individuals for some non-urgent services, Post code lottery for treatments and medication.

## DELIVERY GUIDANCE

It would be beneficial for learners undertaking this unit to have access to visiting speakers from the local NHS Trust who would be able to discuss how the local community is affected by existing social policy.

Time could be spent in developing a social policy that could be adopted within the learning establishment in which the learners are studying. The process could examine health and social needs of the learning community, Green/White Papers could be drawn up and discussed and votes taken on their implementation. New Acts of Parliaments could be suggested and the resulting Laws and Policies could be published amongst the group.

### LO1 – Understand how social policy is developed

P1 Examine the definitions of social policy. The London School of Economics has its own. Generic definitions can be found from many sources. General definition: the guidelines, principles, legislation and activities that affect the living conditions conducive to good human welfare.

P2 Learners could be introduced to the development of social policy by considering: Green papers; Learners need to understand that these are consultation documents produced by the Government used when considering a new law. These are discussion documents which allow people inside and outside of parliament to debate the subject and to give feedback to the department on its suggestions. Learners need to understand that White papers are documents produced by the Government setting out details of future policy on a particular subject. A white paper will often be the basis of a bill to be put before parliament. The White paper allows the Government to gather feedback before it formally presents a bill. Learners need to understand that a bill is a proposal for a new law or a proposal to change an existing Law. Bills are introduced in either the House of Commons or House of Lords for examination, discussion and amendment. When both House agree the content of the Bill it is then presented to the reigning monarch for approval (Royal Assent). Once Royal Assent is given the Bill becomes an Act of Parliament and is law. Acts of Parliament that become laws this way are called Statute Laws.

Learners may learn from the opportunity of reviewing the Health and Social needs of their own learning establishment and be encouraged to develop their own Social Policy using the process described.

M1 Learners could be asked to review the timelines for the NHS, identifying the milestone stages of its development over the past 65 years. The milestones should include why the NHS was needed following the second world war.

### **LO2 – Understand Government responses to tackling social inequalities**

P3 Learners may participate in a group discussion to collectively identify the ways that Social Policy attempts to tackle inequalities in society.

M2, D1 Through further discussion learners should identify and discuss the benefits of the NHS and welfare state to individuals and also identify the impacts of the welfare state.

### **LO3 – Understand the impact of social policy on the provision of health and social care services.**

P4 Learners could undertake independent research into how social policy impacts on the provision of health and social care within society. This research could be shared and debated in group discussions

## GENERIC ASSESSMENT GUIDANCE

Learners are advised to ensure that the “key Verbs” contained in the assessment criteria are observed and understood before attempting this unit.

Assessment evidence is likely to be Learning Outcome based and be written in the form of assignments, essays or where appropriate reflective accounts. The use of tables is acceptable, for example when responding to command verbs such as identify or list. Tables can be useful for recording data. However, tables are best supplemented with continuous prose. Where role play or case studies are used as the mode of assessment, supporting evidence should be included, with the learner clearly identified. Where group work/activities contribute to assessment evidence the individual contribution of each learner must be identified.

Display work or posters may be used as evidence, as can photographic or video evidence. All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner’s performance, this should be signed and dated and included in the evidence. It is best practice to record another individual’s perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation, this should be signed and dated and included in the evidence.

## ASSESSMENT GUIDANCE

**P1** Learners could produce a report that **defines** social policy, this could include the different definitions and interpretations of social policy.

**P2** Learners could be asked to produce a social policy for their own setting (educational or care). To do this they would need to review the health and social care needs of their setting. The evidence may be supported by a video or DVD recording of the process undertaken.

**M1** Learners could produce posters or similar showing how they have recognised the key milestones in the inception and development of the NHS and the Welfare State. Posters or leaflets should be annotated with description to show why each milestone is significant.

**P3, M2, D1** Learners could produce a report to explain how social policy is used to tackle inequalities across society.

Within the report learners should show their understanding of the benefits offered by the NHS and Welfare State to members of society and analyse the negative impacts it may have on individuals.

**P4** Learners could produce a report on how social policy impacts on the provision of health and social care services that are made available within society. This could be presented to the group using power point, video etc.

## RESOURCES

### Textbooks

Cunningham, J. (2012) Social Policy and Social Work: An Introduction (Transforming Social Work Practice Series) **ISBN-10:** 1844453014

Baldock, Manning & Vickerstaff. (2011) Social Policy 2nd Edition. **ISBN-13:** 978-0199570843

Hill & Irving. (2009) Understanding Social Policy 8th Edition. **ISBN-13:** 978-1405181761

### Journals

Cambridge Journals Online

Journal of Social Policy

### Websites

**Parliamentary Glossary** <http://www.parliament.uk/site-information/glossary/>

**NHS Timeline** <http://nhstimeline.nuffieldtrust.org.uk>

**Cambridge Journals** [www.journals.cambridge.org](http://www.journals.cambridge.org)

### Additional links

<http://www.parliament.uk/education>

<http://nhstimeline.nuffieldtrust.org.uk/?gclid=CKLP6-Kz4L4CFSXmwgod91YArw>

<http://www.nhs.uk/Tools/Pages/NHSTimeline.aspx>

<http://journals.cambridge.org/action/login>



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