



Oxford Cambridge and RSA

Unit title:	Social policy
Unit number:	10
Level:	4
Credit value:	15
Guided learning hours:	60
Unit reference number:	M/601/1590

### **UNIT AIM AND PURPOSE**

This unit will allow learners to examine and analyse the origins and development of social policies and their impact on health and social care services and the public. In this unit, learners will explore contemporary policies and ideologies, and examine other countries' perspectives on social policies. Learners will have the opportunity to develop transferrable skills in relation to investigative research. This unit is particularly appropriate for learners working or planning to work in research, for government agencies/departments, charities, educational policy and/or public administration.

## **LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

A pass grade is achieved by meeting **all** the requirements in the assessment criteria.

<b>Learning Outcome (LO)</b>  The learner will:	<b>Pass</b>  The assessment criteria are the pass requirements for this unit.  The learner can:
LO1 Understand the significant historical and contemporary landmarks in social welfare provision	1.1 outline significant historical and contemporary landmarks in social policy  1.2 explain how the changes in ideological approach since 1945 have impacted on contemporary social policies
LO2 Understand the origins of social policies	2.1 analyse the processes involved in the development of a key Act of Parliament  2.2 evaluate different influences on the development of social policy, including ideologies.
LO3 Understand the impact of social policies on users of health and social care services	3.1 analyse how social policy is implemented by organisations and practitioners  3.2 explain how the impact of social policy on users of health and social care services can be measured  3.3 evaluate the impact of a specific policy on users of the relevant health and social care service.
LO4 Be able to carry out an investigation into recent developments in health and social care policy	4.1 evaluate a recent development in health and social care policy  4.2 analyse the differences in formation and adaption of social policy initiatives from other national perspectives

## **GRADING CRITERIA**

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors

A distinction grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

<b>Merit Criteria (M1, M2, M3)</b>	<b>Distinction Criteria (D1, D2, D3)</b>
(M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade.)	(D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade.)  (In order to achieve a distinction grade, all merit criteria must also have been achieved.)
<b>MANDATORY TO ACHIEVE A MERIT GRADE</b>	<b>MANDATORY TO ACHIEVE A DISTINCTION GRADE</b>
M1 Analyse concepts, theories or principles to formulate own responses to situations.	D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.
M2 Analyse own knowledge, understanding and skills to define areas for development.	D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.
M3 Exercise autonomy and judgement when implementing established courses of action.	D3 Determine, direct and communicate new courses of action.

## **TEACHING CONTENT**

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

Learners must be able to apply relevant examples to their work. Where examples are given in the Teaching Content these are suggestions; they do not have to be the examples that the learner uses.

<b>LO1 Understand the significant historical and contemporary landmarks in social welfare provision</b>	
Social Policy	Health care, education (e.g. Education Reform Act 1988)  Employment, social security, local government (e.g. Community Care Act 1990)  Personal social services, housing and environment (e.g. right to buy scheme, New Deal scheme)
Historical landmarks	(e.g. Aneurin Bevan opens Park Hospital in Manchester, The Mental Health Act, Children Act)
Contemporary landmarks	(e.g. Health Act 1999, Health and Social Care Act 2012, 2010 spending review, 2009 New NHS Constitution; The Health and Social Care Bill 2010/11, Welfare Reform Act 2012)
Ideological approaches	(e.g. neo-liberalism, New Right and Thatcherism, socialism, social democratic, feminism).
<b>LO2 Understand the origins of social policies</b>	
Legislative process	(e.g. green and white papers, bills, role of the Houses of Commons and Lords, committee stages, Readings in parliament, Royal assent)
Other institutions	(e.g. local government, devolved assemblies, government agencies and departments)
Influences	(e.g. Law Commission, European Legislation, the media, pressure groups, lobbying groups, ideologies of governments, enquiries, civil service).

**LO3 Understand the impact of social policies on users of health and social care services**

Implementation	Practice of organisations/workers and effects on service users
Measurements of effectiveness	(e.g. user feedback, cost effectiveness, research, statistics, problems raised)
Evaluation points	(e.g. on people of different ages, low income groups, different ethnic groups, people with disabilities, men and women, different sexual orientations, transgender groups, on equality/inequality, divisions in society, class distinctions, cost of welfare, sources of funding).

**LO4 Be able to carry out an investigation into recent developments in health and social care policy**

Recent developments	(e.g. Welfare Reform Act 2012, Health and Social Care Act 2012, Education Act 2011)
National perspectives	(e.g. countries of the UK, nations differentiated by geography, climate, religion, political ideology, GDP).

## **GUIDANCE**

### **Delivery guidance**

It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or subject area. Typical delivery contexts could include social work settings, other health professional workplaces, and those working in education and/or local/national government.

Learners will benefit from being encouraged to exercise autonomy and judgement to choose particular policies to investigate and see how these policies have been influenced and measured for effectiveness. This will allow learners to adapt their thinking and reach considered conclusions, when assessing social policies.

Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives and from being given the opportunity to explore them using diverse approaches and schools of thought. For example, political views on public spending and size of the welfare state, economic perspectives and ideologies.

### **Assessment evidence guidance**

Evidence produced must demonstrate how a learner has met each of the Learning Outcomes and be submitted in the form of assignments, essays, project portfolios, presentations or, where appropriate, reflective accounts. .

Where group work/activities contribute to assessment evidence, the individual contribution from each learner must be clearly identified.

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, 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.

## **RESOURCES**

### **Books**

Esping-Anderson (1990), *The three worlds of Welfare Capitalism*, Polity Press

Hantrais, L (2007), *Social Policy in The European Union*, 3<sup>rd</sup> Edition, Palgrave Macmillan

Alcock, P (1996), *Social Policy in Britain themes and issues*, Macmillan Press

Alcok, P, May, M, Wright, S (2012), *The Student's Companion to Social Policy*, 4<sup>th</sup> edition, Wiley-Blackwell

### **Journals**

*Journal of European Social Policy*  
*Social Policy and Administration*

### **Websites**

[www.social-policy.org.uk](http://www.social-policy.org.uk)

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

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

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

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

### **Signposting to other units within the qualification**

Unit 7: The role of public health in health and social care

Unit 17: The sociological context of health and social care

Unit 24: Contemporary issues in health and social care