



Oxford Cambridge and RSA

Unit title:	The sociological context of health and social care
Unit number:	11
Level:	4
Credit value:	15
Guided learning hours:	60
Unit reference number:	F/601/1593

UNIT AIM AND PURPOSE

This unit will allow learners to examine how sociological perspectives and constructs can be used to explain society and social inequalities. Throughout the unit learners will be able to use data sources to help them analyse and evaluate different sociological perspectives. They will also assess the impact of changes in society on health and social care services.

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

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

Learning Outcome (LO) The Learner will:	Pass The assessment criteria are the pass requirements for this unit. The Learner can:
LO1 Understand the contemporary nature of society	1.1 explain how political, social and economic constructs can be used to categorise society 1.2 review current trends in societal change, including how these might shape social expectations 1.3 discuss the influence of cultural values and beliefs in society 1.4 evaluate the implications of societal change for the health and social care sector
LO2 Understand how social inequalities influence the life chances and health status of individuals	2.1 use data to explain inequalities which exist in health and social care 2.2 analyse social inequalities from a sociological perspective 2.3 analyse how inequalities which exist in health and social care can impact on an individual's health status and life chances
LO3 Understand sociological concepts and theory in relation to contemporary social and health issues	3.1 apply sociological concepts and theory to definitions of health and well-being 3.2 use data to explain how social and health issues are socially constructed 3.3 explain the possible implications of social and health issues for health and social care service providers

	3.4 analyse social and health issues in terms of their impact on the health and well-being of individuals in society
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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.

Merit Criteria (M1, M2, M3)	Distinction Criteria (D1, D2, D3)
(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.)
MANDATORY TO ACHIEVE A MERIT GRADE	MANDATORY TO ACHIEVE A DISTINCTION GRADE
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.

LO1 Understand the contemporary nature of society	
Constructs	(e.g. stratification of society, relationships, social class, social welfare, creation of identities and political ideologies)
Trends	(e.g. family structures, households, marriage and civil partnerships, health and illness, demographics, employment)
Values and beliefs	(e.g. equality and diversity, multiculturalism, individual rights, wealth gap, social class)
Evaluation points	(e.g. effects on providers, the public, service users, health and social care services, resources).
LO2 Understand how social inequalities influence the life chances and health status of individuals	
Data	(e.g. social trends, birth and death registrations, population estimates and projections, morbidity and mortality statistics, census)
Inequalities	(e.g. economic, legal, political, social, health)
Perspectives	(e.g. social construct theories: functionalism, Marxism, feminism, interactionism, collectivism, postmodernism, 'New Right')
Impacts	(e.g. quality of life, life expectancy, employment opportunities, educational opportunities, access to health care, housing).

LO3 Understand sociological concepts and theory in relation to contemporary social and health issues

Definitions	The World Health Organisation (WHO)
Concepts and theories	(e.g. biomedical, social, the sick role, the clinical iceberg, holistic view)
Data	(e.g. census, birth/death rates, epidemiological studies, social trends)
Sociological issues	(e.g. artefact, cultural, behavioural, structuralism)
Implications	(e.g. population change, occupation changes, unemployment, expectations, leisure activities)
Social and health issues	(e.g. pensions, work stress, population changes, unemployment, technological changes, lifestyle changes)
Impacts	(e.g. mortality rates, disease incidence and prevalence, social class, gender, ethnicity, age).

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, health promotion departments, hospitals, social services, educational settings and community development departments.

When analysing perspectives and assessing the impacts of social and health care issues, learners will benefit from being encouraged to exercise autonomy and judgement to select apposite data sources and be able to adapt their thinking and reach considered conclusions.

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, this could be applied when investigating diverse groups in society and exploring differing perspectives of providers and users on health and social services.

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, interview, case studies or, where appropriate, reflective accounts.

Where group work/activities contribute to assessment evidence the individual contribution of 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

Cuff, E.C, Sharrock, W.W, Francis, D.W, (1998) *Perspectives in Sociology*, 4th Edition, Routledge

Osbourne, R and Borin, V. L , (2000) *Introducing Sociology*, Icon Books

Taylor, S and Field, D (2007), *Sociology of Health and Health Care*, 4th Edition, Blackwell Publishing.

Gibson, A and Yuill, C (2010), *Sociology for Social Work, An Introduction*, Sage publications

Journals

Sociology of Health & Illness
Journal of Health and Social Behaviour
Sociology of Education
Population and Development Review

Websites

www.isa-sociology.org
www.britsoc.co.uk
www.europeansociology.org

Signposting to other units within the qualification

Unit 10: Social policy
Unit 17: Psychology for health and social care
Unit 20: Influences on health and social care