



Oxford Cambridge and RSA

Unit title:	Contemporary issues in health and social care
Unit number:	24
Level:	5
Credit value:	15
Guided learning hours:	60
Unit reference number:	A/601/1639

### **UNIT AIM AND PURPOSE**

This unit will provide learners with an understanding of methods used to bring information about contemporary health and social care issues to the public, progressing to examining how these methods can influence public opinion.

Learners will also have the opportunity to explore a contemporary health and social care issue of particular interest to themselves. They will study the different perspectives which can be taken on the issue and analyse the consequences of these perspectives on the provision of services. An understanding of the influence that public perceptions have on the development of health and social care services provides a useful insight for anyone interested in working in these sectors.

## 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 how information relating to health and social care gives rise to issues of concern to the public	1.1 explain how information relating to health and social care reaches the public domain  1.2 analyse different techniques for disseminating information relating to health and social care  1.3 evaluate how the different ways in which information relating to health and social care is presented can influence the attitudes, thoughts and behaviour of people
LO2 Understand how issues of public concern related to health and social care are presented in the media	2.1 explain ways in which the media may be used to influence the attitudes and behaviour of people in relation to health and social care issues  2.2 evaluate how the public can assess the reliability and validity of media information about health and social care
LO3 Be able to carry out research into different perspectives on a specific issue relating to health and social care	3.1 carry out research into different perspectives on a specific issue relating to health and social care  3.2 monitor how different perspectives gleaned from reliable sources on a specific health and social care issue have changed over time  3.3 assess the relevance of the findings to health and social care practice locally  3.4 analyse the factors that have influenced the development of different perspectives over a period of time

<p>LO4 Understand the likely influence contemporary perspectives on health and social care issues have on the development of services</p>	<p>4.1 analyse the extent to which local attitudes reflect those found at a national level</p> <p>4.2 evaluate the validity of public attitudes and behaviours in relation to a specific issue</p> <p>4.3 justify possible consequences of contemporary thinking for health and social care provision and services</p>
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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.

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

## **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 how information relating to health and social care gives rise to issues of concern to the public</b>	
Information	(e.g. financial, political, standards, enquiries)
Ways of informing the public	(e.g. inspection reports, tabloid and broadsheet newspapers, TV news bulletins, TV documentaries, social media, government reports and publications, websites, promotional materials, published research, journals, whistle-blowers)
Analysis of techniques for disseminating	(e.g. reliability, validity, bias, objectivity, source of information)
Ways of influencing attitudes	(e.g. format of presentation, tabloid approach, sensationalist, exaggeration, analysis and discussion, factual).
<b>LO2 Understand how issues of public concern related to health and social care are presented in the media</b>	
Ways the media may be used to influence	(e.g. raise awareness, instil fear, shock, causing panic, empowerment, political influences, ideological and religious influence)
Reliability and validity of media information	(e.g. data sources, objectivity, methods used to gain information, hidden agendas, scientific evidence, provenance).
<b>LO3 Be able to carry out research into different perspectives on a specific issue relating to health and social care</b>	
Specific health and social care issues	(e.g. NHS reform, regulation, care of older people, hospital standards, safe-guarding, personal responsibility for health and well-being, postcode lottery of services/treatments, enquiries into cases such as Baby P, Mid-Staffs Hospital, Winterbourne View abuse scandal)
Different perspectives	National (e.g. service providers, regulatory bodies, government, national media)  Local (e.g. practitioners, service users, action groups, local media)

Carry out research	(e.g. primary and secondary data sources, establish reliability of sources, reliability and validity, bias, ethical considerations, local relevance of findings)
Different perspectives	(e.g. service user, service provider, acknowledged 'experts')
Factors	(e.g. logic, reason, values and beliefs, culture, media).
<b>LO4 Understand the likely influence contemporary perspectives on health and social care issues have on the development of services</b>	
Attitudes	Towards (e.g. immigration, youth unemployment, social services)
Consequences for provision of services	(e.g. market economy, privatisation, bureaucracy, regulation, minimum standards, accountability, increase/decrease of funding, availability of services, means testing).

## **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 debates with practitioners and service users about current issues in health and social services. The opportunity to discuss current issues with a local journalist would be a valuable informative experience.

Learners will benefit from being encouraged to exercise autonomy and judgement to carry out research into different perspectives on a specific health and social care issue, adapt their thinking and reach considered conclusions when justifying possible consequences of contemporary thinking for health and social care provision and services.

Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives, and being given the opportunity to explore them using a variety of approaches and schools of thought. For example, information about a specific contemporary issue in health and social care from diverse sources such as a tabloid and broadsheet newspaper, a news bulletin and an official inspection report.

### **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**

Moreira, T. *The Transformation of Contemporary Health Care: The Market, the Laboratory, and the Forum*. Routledge Studies in Health and Social Welfare, 2012. ISBN: 978 0 415 886 00 0

Stretch, B. *Core Themes Health and Social Care*. Heinemann. 2007. ISBN: 978 0 435 464 25 7

Sussex, F. Herne, D. and Scourfield, P. *Advanced Health and Social Care for NVQ/SVQ Level 4 and Foundation Degrees*. Heinemann. 2008. ISBN 978 0 435 500 07 8

Tovey, P. *Contemporary Primary Care: The Challenges of Change*. Open University Press. 2000. ISBN: 978-0335200092

#### **Journals**

*British Journal of Nursing*  
*British Journal of Social Work*  
*British Medical Journal*  
*Community Care*

## **Websites**

[www.cqc.org.uk](http://www.cqc.org.uk) – Care Quality Commission  
[www.dh.gov.uk](http://www.dh.gov.uk) – Department of Health  
[www.guardian.co.uk](http://www.guardian.co.uk) – Guardian newspaper  
[www.hpc-uk.org](http://www.hpc-uk.org) - Health and Care Professions Council  
[www.hsj.co.uk](http://www.hsj.co.uk) – Health Service Journal  
[www.mirror.co.uk](http://www.mirror.co.uk) – Mirror newspaper  
[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk) – Sector skills council for social care workers  
[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk) – Sector skills council for health  
[www.thesun.co.uk](http://www.thesun.co.uk) – Sun newspaper  
[www.telegraph.co.uk](http://www.telegraph.co.uk) – Telegraph newspaper

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

Unit 4: Working in partnership in health and social care  
Unit 6: Research project  
Unit 10: Social policy  
Unit 12: Empowering users of health and social care  
Unit 21: Principles of health and social care practice