OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 3**

HEALTH AND SOCIAL CARE

Cambridge
TECHNICALS
2016

Unit 23

Sociology for health and social care

L/507/4444

Guided learning hours: 60

Version 4 – September 2017

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UNIT 23: Sociology for health and social care

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Guided learning hours: 60

Essential resources required for this unit: For LO3, learners will need access to relevant case studies from authoritative sources.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

We all live in groups; the groups that we are a part of influence our behaviour, our expectations and our potential. Sociology is the study of society, social institutions and social groups. Society is complex and constantly changing and using sociological theory can help us to understand, explain and question our social world.

The work carried out by health and social care professionals is concerned with caring for individuals but this work is carried out in the context of wider social and economic forces. The unit will consider different perspectives about illness; the role of the professional and their relationship to their patients/clients; the social distribution of health between different groups in society and the organisation of the health and social care sector. Relating sociological theories to beliefs, values and practices in health and social care will enable you to develop your knowledge and understanding about contemporary issues in the health and social care sector.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

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 in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes The Learner will:	Teaching content Learners must be taught:
1. Understand sociological perspectives	1.1 Sociological theory, i.e. • grand theory (e.g. Weber, Durkheim, Marx) • applying theory to sociological questions 1.2 Macro perspectives, i.e. • social systems (e.g. socioeconomic status, gender, family) • structures (e.g. political, global) 1.3 Micro perspectives, i.e. • interconnections between personal experience and social circumstances (e.g. decision-making, relationships) 1.4 Purposes of sociological research, i.e. • increasing knowledge • extending understanding 1.5 Methods of investigation in sociology, i.e. • scientific methods versus interpretive approaches • quantitative versus qualitative approaches

2. Understand sociological perspectives about health and social care	2.1 Medical and social models of illness, i.e.
	• causes and origins of illnesses, i.e.
	  o the role of scientific investigation in understanding illnesses
	  o the limitations of science in establishing causes
	• scientific rationality and health and social care, i.e.
	  o judging actions (e.g. consequentialist or deontological perspectives)
	  o instrumental rationality
	  o value questions
	• diagnosis, i.e.
	  o personal and social impact
	  o illness as deviation from normality (e.g. Parsons)
	  o relationship between psychological and physical factors in illness (e.g. Freud)
	  o social definitions of illness

Learning outcomes The Learner will:	Teaching content Learners must be taught:
	• role and responsibility of professionals, i.e. o professional judgement and expert knowledge o personal experience o whose knowledge counts (e.g. Zola) • decision-making, i.e. o informed choice o professional choice o shared decision-making • paternalism and trust
3. Understand patterns and trends in health and illness among different social groups	3.1 Health inequalities between different groups, i.e. • socio economic (e.g. Beck, Townsend, Wilkinson) • gender (e.g. diagnosis of mental health conditions, accessing services) • ethnicity (e.g. sickle cell anaemia, diabetes) 3.2 Causes of differences in health outcomes, i.e. • material (e.g. physical environment, income) • behavioural (e.g. smoking, exercise, diet) • psychosocial (e.g. stress, risk-taking behaviour, perceived inequality) • regulating human behaviour (e.g. Durkheim) 3.3 Role of social networks in promoting good health, i.e. • social capital (e.g. Putnam) • work/life balance (e.g. Marx, Wilkinson)
4. Understand sociological perspectives about the organisation and management of health and social care	4.1 Rights and responsibilities for promoting good health, i.e. • the professional • the individual • the state 4.2 Division between health and social care, i.e. • current policy directions in health and social care • decline in NHS provision of long-term care 4.3 Efficiency and effectiveness, i.e. • scientific rationality and utilitarianism (e.g. greatest good for the greatest number) • role of performance targets in health and social care • calculating costs and benefits values (e.g. who takes priority)

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand sociological perspectives	P1: Describe sociological perspectives	M1: Use sociological theory to compare medical and social models of illness	
	P2: Explain the purposes of sociological research and the methods used		
2. Understand sociological perspectives about health and social care	P3: Explain how sociological perspectives relate to issues in health and social care		
3. Understand patterns and trends in health and illness among different social groups	P4: * Explain patterns and trends in health and illness among different social groups	M2: Analyse data on health outcomes and comment on the distribution using sociological theory	D1: Evaluate patterns and trends in health and illness among different social groups
4. Understand sociological perspectives about the organisation and management of health and social care	P5*: Describe who is responsible for promoting good health		
	P6: * Explain how sociological perspectives relate to the organisation of health and social care		

SYNOPTIC LEARNING AND ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

ASSESSMENT GUIDANCE

LO1: Understand sociological perspectives
Learners must describe the sociological perspectives presented in the unit content, and explain the purposes of sociological research and the methods used.

LO2: Understand sociological perspectives about health and social care
Learners must be able to explain how sociological perspectives relate to issues within the health and social care sector. In order to achieve M1, learners must use sociological theory to compare the medical and social model of illness.

LO3: Understand patterns and trends in health and illness among different social groups
Learners must explain patterns and trends in health and illness affecting different social groups. To achieve M2, learners must analyse data on health outcomes and comment on the distribution, using sociological theory. For D1 learners must also evaluate patterns and trends in health and illness among different social groups. For this LO learners will benefit from drawing on learning from Unit 10 Nutrition for health LO3, Unit 15 Promote health and wellbeing LO3.

LO4: Understand sociological perspectives about the organisation and management of health and social care
Learners must be able to describe who is responsible for the promotion of good health and explain how sociological perspectives relate to the organisation of health and social care provision in the UK. For this LO learners will benefit from drawing on learning from mandatory Unit 2 Equality, diversity and rights in health and social care, mandatory Unit 3 Health, safety and security in health and social care, Unit 24 Public Health.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: http://www.ocr.org.uk/i-want-to/skills-guides/.

To find out more
ocr.org.uk/healthandsocialcare
or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**

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