

Unit 1 - Structure and Overview of the Health and Social Care Sector (K/618/4167)

Level 3

Related Qualifications: ATHE Level 3 Diploma in Health and Social Care (603/6568/7) 2020 version

Assignment

You are doing a work placement in the training department of a large health and social care organisation. The manager has asked you to draft some materials for an induction programme for new trainees to give them a background on the health and social care sector.

The Study Skills used, developed and assessed through this assignment are as follows:

- Critical thinking
- Planning, organising and time management
- Gathering information, note taking and summarising
- Analysis
- Written skills
- Academic skills, including referencing
- Application of IT skills

Task 1

You need to **prepare a set of slides for a presentation** which explains the structure of the health and social care sector in a country of your choice. Your presentation must:

- Explain the aims of health and social care provision in your country.
- Describe the organisation of health and social care provision within your chosen country.
- Describe the size of the health and social care sector within your chosen country in terms of total spend, employment compared to population size, and percentage of Gross Domestic Product (GDP).
- Explain how health and social care provision is funded within your chosen country.

Extension activities:

To gain a merit grade, you should also:

- Outline how the sector is regulated in your chosen country

To gain a distinction grade, you should also:

- Analyse health and social care spending for your chosen country

Learning outcomes and assessment criteria: LO1 1.1, 1.2, 1.3, 1.4, 1M1, 1D1

Task 2

Prepare a timeline or table, relating to your chosen country which:

- Outlines the points at which health and social care provision may be required during a lifetime.
- Describes the health and social care services required and provided at each point.
- Explains how services are accessed at each point of provision.

You should include a note about longer term provision which:

- Explains the arrangements for long-term care provision.

Extension activities:

To gain a merit grade, you should also:

- Analyse barriers to access to provision at different stages of life.

To gain a distinction grade, you should also:

- Assess how barriers to access are being overcome.

Learning outcomes and assessment criteria: LO2 2.1, 2.2, 2.3, 2.4, 2M1, 2D1

Task 3

Prepare a handout for trainees that will help them in their choice of specialism/job role. The handout should

- Analyse the different specialist areas within health and social care.
- Describe a range of health and social care professions.

Extension activities:

To gain a merit grade, you should also:

- Outline how access to professions is regulated.

Learning outcomes and assessment criteria: LO3 3.1, 3.2, 3M1

Task 4

Prepare detailed notes for the basis of a discussion on the final day of the induction programme. The notes should:

- Assess equality of access to health and social care within your chosen country
- Explain current public health issues within your chosen country
- Describe current issues in the provision of health and social care within your chosen country

Extension activities:

To gain a merit grade, you should also:

- Outline campaigns to address current public health issues.

Learning outcomes and assessment criteria: LO4 4.1, 4.2, 4.3, 4M1

Guidelines for assessors

The assignments submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take into account any extension work completed by the learners. The suggested evidence listed below is how learners can demonstrate that they have met the required standards.

Task number	LOs and AC	Suggested evidence PASS	Suggested additional evidence MERIT	Suggested additional evidence DISTINCTION
1.	LO1 1.1, 1.2, 1.3, 1.4, 1M1, 1D1	Learners should choose a country on which to base their answers which may be their home country or another country in which they would like to work. Should produce a set of slides e.g. Powerpoint or similar. They should have identified the main aims of the of health and social care provision. They should show a good understanding of the organisation of the sector e.g. into primary, secondary and specialist healthcare and social care; national/local; state/private/voluntary etc. They should detail the size related to spend/employment and %GDP and explain funding e.g. state, private health insurance, charity etc.	Should show understanding of how the sector is regulated in terms of who is allowed to provide health and care services – whether sector is heavily regulated vs self-regulated.	Analysis of health and social care spending – breakdown of where the funding is spent e.g. %on hospitals, % on social care etc.
2.	LO2 2.1, 2.2, 2.3, 2.4, 2M1, 2D1	Information should be presented chronologically as a timeline or a table from birth to death. Learners should identify ages/stages and services provided at each stage plus how each is accessed e.g. through GP/referral etc.	Analysis of barriers to include regional, social, physical, economic and policy barriers.	Assessment of how barriers are being addressed should explain what is being done and comment on effectiveness

3.	LO3 3.1, 3.2, 3M1	Information should be clearly laid out e.g. subheadings etc. Analysis of specialist areas should explain what each area covers e.g. paediatrics, maternity, mental health etc. Professions should be described including where they are in the structure of provision e.g. GPs are main primary care.	Should cover how the professions are regulated e.g. legislation, guidance (e.g. NICE in UK) and professional bodies (e.g. BMA in UK)	
4.	LO4 4.1, 4.2, 4.3, 4M1	Notes should be discursive providing an assessment of equality of access e.g. what causes inequalities, what is being done about it. Current public health issues such as vaccination, contraception, healthy eating. Current issues in provision: state of health e.g. obesity issues in western countries; demographic e.g. increasingly aging population etc. Learners should describe why they are issues e.g. pressure on health services.	Learners should describe public health campaigns e.g. drive to reduce obesity; flu/Covid vaccination programmes.	