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| **ASSESSMENT RECORD SHEET** | | | | | |
| **Programme** | BTEC National Level 3 Diploma/ Extended Diploma in Health and Social Care | | | **Learner name** |  |
| **Assignment title** | Can Inequality Make us Ill? | | | **Assessor name** |  |
| **Unit no. & title** | Unit 10: Sociological Perspectives | | | **Targeted learning aims/assessment criteria** | Learning Aim **C-** Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery. |
| **First Submission** | | | | | |
| **Deadline** | | |  | **Date submitted** |  |
| **Targeted criteria** | | **Criteria achieved?**  (Yes / No) | **Assessment comments** | | |
| C. P5- Explain how social inequality affects different groups in society. | |  |  | | |
| C. P6- Explain how demographic data is used in a service provision in a local health and social care setting. | |  |  | | |
| C. P7- Explain patterns and trends in health and ill health within different social groups. | |  |  | | |
| C. M3- Analyse the impact of social inequality on different groups in society. | |  |  | | |
| C. M4-Analyse the impact of the use of demographic data in a local health and social care setting in enabling the enhancement of service provision for different social groups. | |  |  | | |
| C. D2- Evaluate sociological explanations for patterns and trends of health and ill health in different social groups, and how demographic data is used in service provision in a local health and social care setting to reduce social inequality affecting these groups. | |  |  | | |
| C. D3- Evaluate the importance of the sociological perspectives used in a health and social care setting in relation to understanding society, reducing social inequality and improving service provision for different social groups. | |  |  | | |
| **General comments** | | | | | |
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| **Assessor declaration** | I certify that the evidence submitted for this assignment is the learner’s own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. | | | | |
| **Assessor signature** |  | | | **Date** |  |
|  | | | | **Date of feedback to learner** |  |
| **Resubmission authorisation**  by Lead Internal Verifier**\*** |  | | | **Date** |  |
| \* All resubmissions must be authorised by the **Lead Internal Verifier**. Only **one** resubmission is possible per assignment, providing:   * The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension. * The tutor considers that the learner will be able to provide improved evidence without further guidance. * Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.   \*\*Any resubmission evidence **must** be submitted within 10 working days of receipt of results of assessment. | | | | | |

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| **Resubmission** | | | | |
| **Deadline** | |  | **Date submitted** |  |
| **Targeted criteria** | **Criteria achieved?**  (Yes / No) | **Assessment comments** | | |
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| **General comments** | | | | |
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| **Assessor signature** | |  | **Date** |  |
|  | | | **Date of feedback to learner** |  |

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| **ASSESSMENT RECORD SHEET** | | | | |
| **Programme** | |  | **Learner name** |  |
| **Assignment title** | |  | **Assessor name** |  |
| **Unit no. & title** | |  | **Targeted learning aims/assessment criteria** |  |
| **Retake – for QCF only** | | | | |
| **Deadline** | |  | **Date submitted** |  |
| **Targeted Pass criteria** | **Criteria achieved?**  (Yes / No) | **Assessment comments** | | |
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| **Assessor signature** | |  | **Date** |  |
|  | | | **Date of feedback to learner** |  |