



Accredited

# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN **HEALTH AND SOCIAL CARE**

## UNDERSTANDING PUBLIC HEALTH

L/505/7773

LEVEL 3 UNIT 31

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

# UNDERSTANDING PUBLIC HEALTH

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## AIM AND PURPOSE OF THE UNIT

This unit aims to provide the knowledge, skills and understanding of the origins of public health policy. Learners will develop an understanding of the various types of public health policy that exists, the purpose of it and the factors that may influence the various policies.

Public health policy has become an important focus for all governments since the industrial revolution. The focus of public health policy has been and continues to be about improving the well being of society. Practitioners working in the health and social care sector need to be aware of the origins of public health policy and how it can be implemented with a view to promote and protect public health.

Within this unit learners will focus on developing their knowledge and understanding of public health policy from the 19th century to the current day, with a view to explaining how these strategies impact on individuals. Learners will further enhance their understanding of these strategies by examining the factors that influence health. Overall, learners need to develop a detailed understanding of the role of public health policy in improving health and how this may protect the public, by evaluating how health promotion campaigns have impacted on UK public health.

## ASSESSMENT AND GRADING CRITERIA

Learning Outcome (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 learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
The learner will:		The learner can:		
1	Know the origins of public health policy	P1 define what is meant by public health.		
		P2 describe public health policy in the UK from the 19th century to the present day		
		P3 describe the purpose of public health strategies	M1 explain how current health strategies impact on individuals	
2	Understand factors that influence health	P4 explain factors that influence health	M2 explain how individuals' lifestyle choices influence health	D1 analyse how social and community factors influence health
3	Understand how public health is promoted and protected	P5 explain the role of health promotion in improving public health		D2 evaluate how a health promotion campaign has impacted on UK public health
		P6 explain how public health is protected		
		P7 describe methods used to prevent or control a named communicable and a named non-communicable disease		

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

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

### 1 Know the origins of public health policy

- P1 Public health: (e.g. health education, biostatistics, emergency medical services, environmental health, epidemiology, international health, nutrition, policy & practice, preventing disease, prolonging life and promoting health, WHO (World Health Organisation))
- P2 Public health policy: ( e.g. work of John Snow, Edwin Chadwick, the sanitary movement, Poor Law Act (1834), first Public Health Act (1848), Beveridge Report (1942), founding of the National Health Service (1948), Acheson Report (1998), Our Healthier Nation (1999), White Paper (Choosing Health: Making healthier choices easier (2004), Healthy lives, Health Protection Agency (HPA), National Institute for Health and Clinical Excellence (NICE))
- P3 Purpose of public health strategies: reduce risk, screen for early detection, control communicable disease, promotes the health of the population and educate population.
- M1 Current health strategies: (e.g. choosing health, 5 a day, anti-binge drinking, safe sex, sun protection, Be Active, HIV/AIDS, diabetes) Impact: Improved quality of life, increased life expectancy, reduced healthcare dependency

### 2 Understand factors that influence health

- P4 Factors: (e.g. socio-economic, environmental, access to services, genetic , lifestyle)
- M2 Lifestyle choices: (e.g. culture, diet, leisure/recreational, drugs, alcohol and smoking)  
Influences: positive and negative
- D1 Social: (e.g. socio economic, peers, family, education, age, gender)  
Community: (e.g. poverty, social cohesion, physical environment, pollution, access to services, multi-culturalism)  
Influences: positive and negative

### 3 Understand how public health is promoted and protected

- P5 Role of health promotion in improving public health: (e.g. enabling people to exert control, practical strategies to address challenges faced by society, Ottawa Charter, United Nations report on Human Development)
- D2 Health promotion campaigns: (e.g. healthy eating campaigns, government standards for school lunches, national No Smoking day) Impacts: positive and negative
- P6 How public health is protected - specific strategies: (e.g. immunisation, disease surveillance, health and genetic screening programmes)  
Environmental protection: from hazards:(e.g. waste disposal/treatment, supply of safe water, pollution-control, control of food preparation, storage and sale, climate change)
- P7 Named communicable: (e.g. tuberculosis, sexually transmitted diseases, meningitis, salmonella food poisoning, MRSA, poliomyelitis, measles)  
Named non-communicable: (e.g. skin cancer, lung cancer, bowel cancer; coronary heart disease, stroke, diabetes )  
Methods: (e.g. treatments, immunisation, health campaigns, monitoring/screening, Local/national education programmes/ initiatives)

## DELIVERY GUIDANCE

### LO1 Know the origins of public health policy

P1 - Ask learners to identify current campaigns that they have become aware of in society, and the media. The learners could be asked to reflect on why these campaigns are important and why they are the current focus for the government, This could then lead to the introduction of the notion of public health, in which it is explained what public health is. Learners could then be asked to debate the usefulness of the definitions presented to them and then formulate their own definition. (This information could be consolidated into an introduction to the unit.)

For P2, Deliver information about a number of pieces of public health policy; give the learners an investigative task in which they are required to investigate further public health policy from the beginning of the 19th century. Learners will be required to identify and describe each of the policies and present them to their colleagues.

Following on from the activity, for P3 and M1, learners could be placed into groups and asked to investigate and debate current public health strategies. The group could be asked to describe the purpose of the public health strategy and research and explain how the strategy impacts on individuals.

### LO2 Understand factors that influence health

P4, M2, D1 Learners could be presented with a range of factors that influence health and well-being and information on what their impact is. This could include the influence of lifestyle factors on health and how other social and community factors additionally impact. The use of TV shows such as 'Shameless or Eastenders', could be a creative way to introduce this topic to learners. Class debate on the individual factors will help generate debate on the impact of lifestyle choice and social and community factors which influence health and ill health.

Learners could be presented with a scenario in which they are the practice manager of a newly opened GP surgery and are required to train staff about the factors that influence health. In addition to this the as the manager they will need to undertake research into the local population and explain how the influence of lifestyle choices and also the social and community factors that influence health.

### LO3 Understand how public health is promoted and protected

P5 Guest speakers could introduce health promotion to learners. They could discuss the current health promotion

initiatives and answer questions that the learners may have. Learners could be asked to present their understanding of how health promotions improve public health.

D2, Learners could be given an independent research task in which they are asked to research a health promotion campaign. The learners could be asked to identify the campaign, consider the aims of the campaign, which the target audience is and also find evidence of its success or failures. The learners could collect newspaper articles, interview practitioners and also use government statistics to support their evaluations.

P6, Introduce learners to the notion of health protection instead of health promotion. Learners could examine case studies of public health incidences and research and consider the agencies and laws that are in place to protect the public.

P7- Illustrate campaigns that have been used to prevent or control both communicable and non-communicable diseases. Mixed media articles around meningitis, food poisoning and measles may be topics that illustrate this well. Group discussion and debate, around the pros and cons of mandatory inoculation and screening will help to develop learner's understanding and ability to challenge pre-conceptions.

## ASSESSMENT GUIDANCE

**P1-** The learners can create a newspaper article in which they consider the definitions of 'What is meant by public health' and consider differing definitions. Learners will need to give a clear definition of what they consider is meant by the term public health.

**P2-** Learners could produce a "washing line" of public health policy (in chronological order identifying public health policy from the 19th century), describing each policy that has been introduced. This evidence could be photographed and comprise of a witness statement or the washing line could be included in the students portfolio of evidence.

**P3 & M1-** Learners could produce a report in which, they introduce the purpose of public health strategies generically and then carryout a detailed examination of at least two public health strategies in which they explain the impact on individuals. To access the merit criteria, their report should explain the impacts for individuals.

**P4** Learners could be provided with a scenario, in which they are informed that they are a practice manager at a local GP practice. They have been tasked with explaining to trainee's the factors that influence health in their locality. The learners could create a power point that they will use to train these individuals. The learners can expand on the factors in the notes section under each slide.

**M2** Learners could present a report explaining the influence of the lifestyle choices of an individual on his/her health. The report could be based on the lifestyle choices of a friend or family member (made anonymous). The learner may have undertaken research in the form of a questionnaire.

**D1** Learners could produce an analytical report in which they analyse the influence of social and community factors. Evidence could be compiled from a questionnaire they could develop or from local authority statistics and reports. This could be presented to the rest of the group.

**P5 & D2-** Learners could design a newspaper article or a blog in which they explain the role of health promotion in improving health. This could be further developed with their evaluation of how a campaign has impact on UK public health (**D2**).

**P6-**Learners could produce collages in which they identify the agencies that protect public health and explain and their functions.

**P7-** Learners could be asked to produce a health information advert on the topic of prevention of a communicable and a non-communicable disease. The target audience for the

advert could be their peers. The learners could develop a power point presentation on which they outlined the nature of the disease (causes and impact on health) and describe the methods that could be used to prevent it. Learners could create leaflets to support the information in the advert.

## RESOURCES

### Textbooks

Acheson D, Independent Inquiry into Inequalities in Health: Report, HMSO, 1998, ISBN 9780113221738

Beaglehole et al, Basic Epidemiology,WHO, 2007, ISBN 9789241547079

Boys D, Langridge E and Michie V, BTEC National Health and Social Care Book 2, Nelson Thornes, 2007,

ISBN 9780748781720

Davey et al, Health and Disease: A Reader, Open University, 2002, ISBN 9780335209675

Donaldson L J and Donaldson R J, Essential Public Health, Petroc Press, 2003, ISBN 9781900603874

Moonie N, Health & Social Care; Edexcel GCE AS Level Double Award , Heinemann, 2005,

ISBN 9780435453701

Stretch B, Core Themes in Health and Social Care, Heinemann, 2007, ISBN 9780435464257

Stretch B and Whitehouse M, BTEC Level 3 Nationals in Health and Social Care Student Book Two , Pearson, 2010, ISBN 9781846907470

Thomson H, Meggitt C, Aslangul S and O'Brien V, Further Studies for Health , Hodder Arnold, 2002,

ISBN 9780340804230

### DVD

[www.cancerscreening.nhs.uk/breastscreen/publications/dvd-yourhealth-yourchoice.html](http://www.cancerscreening.nhs.uk/breastscreen/publications/dvd-yourhealth-yourchoice.html) Breast Screening: your health, your choice

[www.devon.gov.uk/socialcarehealth](http://www.devon.gov.uk/socialcarehealth) Devon county council DVD;s

### Journals

Saving Lives. Our Healthier Nation

Choosing Health

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Community Care

Health Service Journal

Journal of Epidemiology

Nursing Times

### Websites

[www.gov.uk/government/publications/healthy-lives-healthy-people-our-strategy-for-public-health-in-england](http://www.gov.uk/government/publications/healthy-lives-healthy-people-our-strategy-for-public-health-in-england) Healthy lives, Healthy people:our strategy for public health in England

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/204792/2900899\\_28781\\_Healthy\\_lives\\_v0.8.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/204792/2900899_28781_Healthy_lives_v0.8.pdf) Healthy lives, Healthy people: A public workforce strategy

[www.bmj.com](http://www.bmj.com) British medical journal

[www.solihull.gov.uk](http://www.solihull.gov.uk) Solihull ward profiles

[www.healthpromotionagency.org.uk/Healthpromotion/Health/section2.htm](http://www.healthpromotionagency.org.uk/Healthpromotion/Health/section2.htm) Public Health Agency

[www.apho.org.uk](http://www.apho.org.uk) The Association of Public Health Observatories



## CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

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