

Cambridge TECHNICALS LEVEL 3

# HEALTH AND SOCIAL CARE

Cambridge  
TECHNICALS  
2016

Unit 24

Public health

R/507/4445

Guided learning hours: 30

Version 4 – September 2017

## LEVEL 3

### UNIT 24: Public health

R/507/4445

Guided learning hours: 30

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

#### UNIT AIM

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Health and wellbeing extends further than the individual and the implication of poor health has wider impacts on a community, area and even the country. So how is public health protected? There are many external factors to good health. Clean water and limiting pollution are just two factors that have an influence on our health. An individual cannot control this so who does? Why is public health important and why do you need to know about it?

Public health is concerned with protecting and improving the health of the population, rather than focusing on the health of the individual. Through this unit you will develop an understanding of the ways public health and wellbeing is promoted in order to benefit society as a whole and to reduce health inequalities. You will gain an understanding of current public health strategies and initiatives and consider the effectiveness and the implications of health policy for the wider population.

This unit draws from learning in units 3, 5, 11, 15, 22 and 23 and can be applied to develop a deeper understanding of both health and safety and infection control and the impact of this upon the health and wellbeing of individuals who require care and support.

## 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	Teaching content
The Learner will:	Learners must be taught:
<p>1. Understand systems for the protection and promotion of public health</p>	<p>1.1 Legislation and regulations, i.e.</p> <ul style="list-style-type: none"> <li>• The Sanitary Report 1842</li> <li>• The Sanitary Act 1866</li> <li>• The Public Health Act 1848, 1936, 1961, 1984</li> <li>• Public Health Act (control of diseases) 1984 and (infectious diseases) Regulations 1988</li> <li>• Food safety Act 1990</li> <li>• Smoking ban 2007</li> <li>• Smoking ban in cars regulations 2015</li> </ul> <p>1.2 Organisations, i.e.</p> <ul style="list-style-type: none"> <li>• World Health Organisation (WHO)</li> <li>• National Health Service (NHS)</li> <li>• Public Health England</li> <li>• National Institute for Health and Clinical Excellence (NICE)</li> <li>• Food Standards Agency</li> <li>• Health and safety executive</li> <li>• Third Sector (e.g. Diabetes UK, British Heart Foundation)</li> </ul> <p>1.3 Current public health issues and targets (e.g. childhood obesity, increase cancer survival rate, reduction in heart disease/strokes, smoking cessation, reduction in alcohol consumption, physical inactivity)</p> <p>1.4 Practitioners involved in promoting public health (e.g. midwife, GP, health visitor, environmental health officer, public health inspector, health promotion officer/health education specialists)</p>
<p>2 Understand public health strategies</p>	<p>2.1 Current public health strategies, i.e.</p> <ul style="list-style-type: none"> <li>• health screening (e.g. breast/prostate/bowel cancer screening programmes, chlamydia screening for 15-24 year olds, NHS health check for adults aged 40-74, National Child Measurement programme)</li> <li>• immunisation and vaccination (e.g. HPV, meningitis, routine childhood immunisations, 'flu' vaccine)</li> <li>• environmental protection (e.g. waste disposal, food preparation and sale, safe water supply)</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<ul style="list-style-type: none"> <li>• Government initiatives (e.g. standardised cigarette packaging, 'Harmful Drinking' policy 2013, obesity and healthy eating policy 2013, smoking policy 2013, cancer research and treatment policy 2013, drug misuse and dependency policy 2013, Government standards for school lunches, recycling.)</li> <li>• Health promotion (e.g. Change4Life campaign, Smokefree, Drinkaware)</li> </ul>

## 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 systems for the protection and promotion of public health	P1*: Summarise the origins of public health policy and legislation *		
	P2: Explain the role of national organisations and practitioners in promoting public health *	M1: Explain how organisations and practitioners work together on strategies to promote public health	
2. Understand public health strategies	P3: Explain different strategies used to promote public health *		D1: Analyse the effectiveness of different public health strategies

## SYNOPTIC LEARNING AND ASSESSMENT

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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

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### **LO1: Understand systems for the protection and promotion of public health**

For P1, learners must be able to present a summary which illustrates the origins of public health and related legislation. Additionally, for P2, they must explain the role of national organisation and practitioners in promoting public health. For this LO learners will benefit from drawing on learning from mandatory Unit 3 Health, safety and security in health and social care , Unit 5 Infection control, Unit 11 Career planning in health and social care LO2, Unit 22 Psychology for health and social care LO2, Unit 23 Sociology for health and social care LO3.

### **LO2: Understand public health strategies**

Learners must explain the different strategies which may be used to promote public health. For M1, learners must also explain how organisations and practitioners may work together on strategies to promote public health. For D1, learners need to analyse the effectiveness of different public health strategies. For this LO learners will benefit from drawing on learning from Unit 14 Long term physiological conditions LO1, Unit 15 Promoting Health and wellbeing LO1.

**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](http://ocr.org.uk/healthandsocialcare)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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