

Course Start

Course Start is independent learning you need to complete as a fundamental part of your introduction to the course. It should take you approximately 5 hours to complete.

Course Name	Level 3 AAQ BTEC National in Health & Social Care
How this Course Start fits into the first term of the course	In the first term you will be completing your first piece of coursework exploring health promotion and education in H&SC.
How will my Course Start learning be used in lessons?	Your completed course start work will be used in lessons to: • provide you with the data needed to explain how different health issues are <i>impacting</i> the health of the population • provide you with the knowledge on which organisations are involved in monitoring the health of the population so you can start to discuss <i>how and why the nation's health is closely monitored</i> • provide you with knowledge of health education campaigns which you will then use to <i>develop your own health campaign</i>
Course Start learning objectives	1. To familiarise yourself with some of the major health issues impacting the health of the population. 2. To develop research skills to locate health data and present the information in a logical way. 3. To familiarise yourself with the organisations involved in monitoring the health of the population 4. To familiarise yourself with the aims of major national health education campaigns
Study Skills	Literacy • reading given article • writing up notes to meet the task brief Research • using the internet or other sources Numeracy • using statistical data

Expectations for: Health and Social Care

Our specification is [BTEC National Health and Social Care AAQ](#)

What this course involves: Four units over 2 Years	
Year 1	Unit 5 Promoting Health Education
	Coursework Unit Completed September - December 2026 Worth 25% of total qualification Why study this unit: health education aims to promote awareness of health issues and to prioritise the health of the population. H&SC professionals will need to know about campaigns, both local and national ones to support individuals they care for to improve their health. You will learn the roles and purposes of health education, the organisations and legislations that support the implementation of health education including how they work in an integrated way to ensure the nation's health is a priority. You will also explore a range of models and approaches to health education that will be used to support you writing your own small-scale health education event!
Year 1	Unit 1 Human Lifespan and Development
	Exam Unit Completed January - May 2027 (exam in May 2027 - 1.5hrs long) Worth 25% of total qualification Why study this unit: when working in H&SC, professionals will be caring for and supporting service users from all life stages. You will learn how people develop physically, intellectually, emotionally and socially (PIES) across different life stages and how these 4 areas impact each other. You will then study factors that may influence a person's PIES, for example: lifestyle, environmental, socio-economic factors. You will study the impact of health inequalities, and how these affect the health of individuals. The unit then explores the promotion, prevention and treatment provided by H&SC professionals and the roles and responsibilities of H&SC professionals when providing care across a range of health conditions.

Year 2	Unit 2 Human Biology and Health Exam Unit Completed June - December 2027 (exam in January 2028 - 1.5hrs long) Worth 25% of total qualification Why study this unit: a clear understanding of human biology and health is essential when working in healthcare and social care services, as individuals using these services may present with a range of disorders that affect their day-to-day life. You will learn how the body is organised into cells, tissues, organs and organ systems and how healthy bodily function is achieved. You will then build on this knowledge to explore the structure and function of key body systems, such as the cardiovascular and respiratory systems and how the endocrine system controls and regulates processes throughout the body. Lastly, you will move on to consider how normal physiological functioning may be interrupted by common disorders, such as coronary heart disease and diabetes, and how these disorders affect multiple body systems.
Year 2	Unit 3 Principles of H&SC Practice Coursework Unit Completed November 2027 - April 2028 Worth 25% of total qualification Why study this unit: to meet individual needs, it is important that you have a good understanding of the principles behind providing excellent care and support. This unit will be invaluable if you wish to progress to higher education, to degrees in areas such as H&SC management, social work and nursing. You will learn about the values, skills and principles of meeting care and support needs and how these should be applied in practice. You will look at some of the challenges and approaches that may arise when personalising care and how legislation, governance and regulation affect the provision of care and support to meet individuals' needs. You will also examine the different societal factors affecting the health outcomes of individuals and the strategies used in H&SC to overcome these.

Health and Social Care: Course Start Work



In Unit 5 Promoting Health Education, we look at how health issues are monitored and the development of health education campaigns.

You need to know how much specific health issues are impacting the health of the population locally (in Brighton & Hove) and nationally (in England).

You also need to know who is involved in monitoring health data and national public health education campaigns which have been developed to improve people's health.

To develop health education programmes, we first of all need to understand the major health issues impacting the population.

Task 1: Health Issues

For the following health issues, outline how they can negatively impact a person's health and wellbeing (physical, mental, emotional, social):

- Smoking
- Diet & Nutrition (poor diet)
- Alcohol
- Pollution

You can produce this information in a table format, or as an information poster, or as a spider diagram. Please try to keep it to one A4 page only!

Also, ensure everything you research is written in your own words AND **record the websites** you have used to source your information.

Task 2: Finding Health Data

Health and wellbeing in Brighton & Hove

Joint Strategic Needs Assessment (JSNA) Executive Summary
May 2024



How are these health issues specifically impacting Brighton & Hove?

Look through this [Brighton & Hove JSNA Report](#) to identify the following statistics (*you can copy and paste the table into your work*):

Link:	B+H Statistics	England Statistics	Comparison Notes: (who is worse or better)
Adult mortality (death) caused by air pollution (page 7)			
Percentage of adult smokers (page 11)			
Percentage of adults overweight or obese (page 11)			
Hospital admissions for alcohol specific conditions (page 11)			

Stretch and Challenge Task:

Exposure to air pollution and taking part in certain lifestyle factors can raise the risk of disease, including certain cancers.

Using this '[Cancer in Brighton and Hove 2022](#)' report, find the following cancer health statistics (*you can copy and paste the table into your work*):

Link:	B+H Stats	England Stats	Comparison Notes: (who is worse or better)
All cancers caused by alcohol consumption (section 6.2 on page 25. See top paragraph and Fig 14.)	For every 100,000 people, the number of males in B+H with alcohol related cancer is: For every 100,000 people, the number of females in B+H with alcohol related cancer is:	For every 100,000 people, the number of males in England with alcohol related cancer is: For every 100,000 people the number of females in England with alcohol related cancer is:	For Males: For Females:
Smoking attributable deaths from cancer (section 10.4 on page 37. See Fig.39)			

Obesity caused by poor diet increases the risk of people being diagnosed with type 2 diabetes. Use [this link](#) to locate statistics from the Office for Health Improvements & Disparities (OHID) which shows:

Link	Brighton & Hove	England	Comparison Notes: (who is worse or better)
% of the population with type 2 diabetes <i>(look at the 'value' column and this will tell you the %)</i>			

Task 3: Organisations involved in monitoring health

Many different organisations are involved in the monitoring of health in the UK which then influences the development of health education campaigns.

Research the following organisations to find out who they are, what they do/what their aims are in supporting a healthier nation:

- **World Health Organisation (WHO)** [About WHO](#)
- **Department for Health and Social Care (DHSC)** [Departmental Overview Department of Health and Social Care](#) (refer to page 3 only)
- **Local Authorities e.g. Brighton and Hove council** [Councillors' guide to local authority public health responsibilities](#)

Stretch and Challenge Task:

Can you also repeat this task but now include:

- **UK Health Security Agency (UKHSA)** [UK Health Security Agency - GOV.UK](#)

You can produce this information as a:

- table
- information poster e.g. on Canva or by hand
- spider diagram

Please try to keep it to one A4 page only!

There is more information provided on the webpages than you will need, so you will need to read through the information carefully and select only what is relevant to write up in your own words!

Task 4: Health education campaigns

When we have established what the health issues are and how much they are impacting the health of the population, the organisations involved in the monitoring of health can then work to develop a health education campaign to improve the health of the nation.

These can be NATIONAL campaigns or they can be developed at a LOCAL level e.g. for Brighton and Hove.

Select 2 health issues from the table below and research the following information about 2 health education campaigns already up and running:

- name of the campaign
- name of organisation running *(you may have to Google 'who runs...')*
- the health issue it is targeting
- target audience
- aim / goal of the campaign
- strategies used
- evidence of success *(you can ask Google 'what impact' or 'how successful has the campaign had?')*

Health Issue	Name of Health Education Campaign	Weblinks to get you started
Diet & Nutrition	Better Health: Adult Obesity	Better Health Adult Obesity Campaigns How to lose weight Weight loss tips and advice - Better Health - NHS

Smoking	Better Health: Smoke Free - Stoptober is a part/key feature of this national campaign	BH:SF Quit smoking - Better Health - NHS Stoptober: Stoptober launches to give smokers the confidence to quit - GOV.UK
Pollution	Clean Air Day	Clean Air Day
Alcohol	Dry January	The Dry January® challenge Alcohol Change UK

- It is recommended you present your research in a table format for task 4.

Task 5: Public Health in the News

Download the BBC News app or visit the BBC News website.

Over the summer holidays try to regularly look at the 'Health' news articles (such as once a week) and select an article which could be about a health issue or a health education campaign impacting health in the UK. [Health | Latest News & Updates | BBC News](#)

For example, 2 interesting articles from June 2026 include:

- Young women now have close to zero risk of cervical cancer after HPC jab [HPV vaccine means young women now have 'close to zero' risk of cervical cancer death - BBC News](#)
- We can't ignore this disease that leaves 1 in 10 women in agony [Emma Barnett: We can't ignore endometriosis, a disease that leaves women like me in agony - BBC News](#)

Come back in September with an article or 2 that you found particularly interesting / important to you and the reason(s) why!