

GCE Health and Social Care: Student Guidance

A2 4: PUBLIC HEALTH AND HEALTH PROMOTION

Introduction

In this unit, you have the opportunity to explore the concept of public health and how organisations working in public health aim to improve the health and well-being of the whole population. You will carry out independent research on how three public health issues are being addressed in Northern Ireland by a variety of organisations.

You will also develop your knowledge and understanding of health promotion campaigns from your previous learning about this topic for AS 3 Health and Well-Being. You will do this by investigating one current campaign being run by the Public Health Agency in Northern Ireland in detail. You will describe the campaign and also evaluate the approaches to health promotion it uses.

Working individually or with others in a group of no more than five, you will plan, implement and evaluate a small-scale health promotion activity addressing a public health issue. You will choose a target group for whom the issue has significance and you will carry out your activity in a setting such as your own school or another local school or college, a residential home, a day centre, a youth club or another club or organisation. You must employ at least one of the three health promotion approaches listed in the appropriate section of the unit specification - the behaviour change approach, the educational approach and the use of fear arousal. You may choose to be creative and produce your own materials for the activity e.g. leaflets, posters, videos or other materials but it is also fine to make use of materials already used in an existing health promotion campaign. If you decide to work as a group, everyone must play an active role at every stage of the process. You must complete your written report independently.

In this unit you will have valuable opportunities to work independently and access the higher mark bands. You must ensure your work meets the assessment evidence requirements set out in the Assessment Evidence and Mark Bands for this unit in the appendices of the GCE Health and Social Care specification. In order to achieve your full potential in this unit you should:

- Adhere to the deadlines given by your teacher.
- Ensure the work you hand in to be corrected is your best effort. If your teacher has to suggest a number of amendments to your work, you cannot achieve mark band 4 as you have not worked independently.
- Proofread your work carefully and make sure that it is well organised and that the meaning is clear.
- Check that spelling, punctuation and grammar are of a high standard.
- Number the pages in your portfolio.
- Adhere to the word count and record it accurately at the end of each assessment task. If you produce work that exceeds the suggested word limit by more than 10% for any assessment task you cannot achieve mark band 4 in that task. Words in tables must be included in the word count.
- Take care when researching information for your work. Never cut and paste as this is plagiarism.
- Reference your work accurately using the Harvard Referencing System.

- Keep a note of all resources you have used as you will include a reference list with your completed portfolio. It is strongly recommended you compile your end references as you go along.

Resources

- CCEA Unit A2 4 eGuide
- CCEA Unit AS 3 eGuide

Resources can be accessed at www.ccea.org.uk/hsc

Assessment Task A (1200 words) 20 marks

To complete this task, you need to discuss how three current public health issues in the UK are being addressed in Northern Ireland. An internet search for 'current public health issues UK' brings you to an up-to-date list of issues produced by Public Health England at www.gov.uk. You should choose three issues that interest you from this list. At the time of writing, the list includes a whole range of issues such as air pollution, alcohol, bowel cancer, cardiovascular disease prevention, cervical screening, child dental health, dementia, health at work, mental health, obesity and the food environment, physical activity, productive healthy ageing, rough sleeping, stopping smoking and type 2 diabetes. These are only some examples, and the list may change a little from year to year, but you will have a wide range of interesting issues to choose from. You must carry out your own research on how your three issues are being addressed in Northern Ireland, based on the content of the unit specification. Thus, you should investigate widely how each issue is being addressed in Northern Ireland, for example:

- Is there legislation relevant to this issue?
- Has any government department produced a strategy or policy documents on the issue?
- Are there any relevant strategies or policies in place or activities being carried out at a more local level e.g. by the local council or the local health and social care trust?
- Is there a relevant health promotion campaign or public safety campaign being run at this time?
- Are any voluntary organisations contributing to addressing the issue in any way?

You are not expected to find examples of all of these for each of your three issues (for example, there may be a piece of legislation or a current Northern Ireland government strategy for some issues but not others). Also, whilst it is fine to briefly describe one or more current health promotion campaigns relevant to your issues in this task, this should not be the whole focus of your answer, as you will be carrying out a more detailed investigation of a current health promotion campaign in Task B. The most important thing in this task is to research your three issues thoroughly and independently and to summarise your findings in your own words to avoid plagiarising. You should use short references (Harvard style) to show your sources within your answer. It is also fine to include some short quotations to support your evidence.

Assessment Task B (1000 words) 20 Marks

In this task you will have the opportunity to investigate a current health promotion campaign run by the Public Health Agency (PHA) in Northern Ireland. The eGuide gives you the World Health

Organisation definition of health promotion and you should use the website of the PHA (www.publichealth.hscni.net) to choose a large-scale multi-media health promotion campaign that interests you. You may find a link here to a specific campaign website where the whole range of health promotion materials that are used in the campaign can be found. You should do some research to identify the key objectives of the campaign and this should be the starting point for this task. You need to go on to describe the methods and materials used to deliver the campaign, for example the content of the campaign website, posters, leaflets, television and radio advertising etc.

You will also need to describe and evaluate the approach or approaches used in your chosen campaign, for example the medical, social change, educational, behaviour change or fear arousal approach(es). You should know about these approaches and their strengths and weaknesses from your work for AS 3 Health and Well-Being. You can use the AS 3 Health and Well-Being eGuide to revise the different approaches and their strengths and weaknesses. You can also use other secondary sources such as textbooks to investigate the strengths and weaknesses of the approach(es) your chosen campaign employs. As for AS 3, the evaluative points you make must be specific to the particular approach to health promotion, rather than more generally applicable to any approach; for example a weakness of any approach is that people may ignore it, whilst a weakness specific to the educational approach is that people may ignore it because they are 'switched off' by the detailed explanation and statistical research evidence that the educational approach uses. For this task, you need to apply the evaluative points about the approach(es) to your chosen campaign, for example is there a particular leaflet that focused on research evidence or statistics that some people may not want to read that you could refer to when pointing out that people can 'switch off' from detailed research and statistics as a disadvantage of the educational approach? It is a good idea to plan this part of your answer by highlighting the strengths and weaknesses you want to include, linking each of your points in turn to what you observe in your chosen campaign. There is an activity in the eGuide to help you with this.

Assessment Task C (1200 words) 24 Marks

Tasks C to E are based on a small-scale health promotion activity that you need to plan, carry out and evaluate either on your own or working in a group of up to five students. If you are working in a group, each member must contribute to the planning process and each must have a defined, active role in the activity. This should be evident in the plan you produce for Task C. If you are going to do your activity in a group, you will need to schedule meetings for planning (your teacher may facilitate this during class time if you ask). Your activity can relate to any health issue you or your group chooses. You need to justify your choice of topic by providing some research evidence on why the issue needs to be addressed. The eGuide gives some examples of possible small-scale health promotion activities to get you thinking about what you might do. You need to be realistic in your planning in terms of the scale of what you plan to do and getting access to the chosen target audience. You also need to consider ethical issues, for example parents might well have a problem with you conducting an activity on sexual health with their children, and you should avoid issues that might make people upset as you are not trained to deal with their distress. Your planning must address all the points listed in the task. You need to set out an overall aim and some objectives for your activity - the aim is your overall purpose or intent and the objectives are more specific statements that set out measurable outcomes or what you will do to achieve the aim. You then need to decide on the health promotion approach or approaches you will use - the educational, fear arousal and/or behaviour change approaches must be used. You need to be able to describe and justify the choice of approach/es in your write-up, so you need to be thinking about the advantages of

the approach/es selected. The target audience needs to be selected and you need to be able to justify why this group was chosen - relevant research evidence, strategies and policies may help to provide your justification. You need to decide on the methods and materials you will use e.g. presentations, demonstrations, activities, handouts, leaflets, videos to name a few. You might plan to develop some materials of your own or you may decide that it will be quicker and easier to research and use materials that already exist. Other aspects you need to plan are getting permission, resources like the venue and any equipment you might need as well as timing of the activity. If you are working in a group you will consider all these points together, but you must write up your plan individually. It will be acceptable to have some points of the plan exactly the same as others in your group, for example the aim and objectives will be identical for everyone in your group, but it should be clear to your teacher that each of you has written your own answer for this task. To achieve in mark band 4 your written task must show that you have addressed all the aspects of planning listed in the task.

It is a good idea to print off an extra copy of your plan with an evaluation column or section so you can make notes on how things go as your activity progresses. This will help you with your evaluation for Task E later

Assessment Task D (i) (500 words) 8 Marks

In this task you need to describe how the success of your activity will be evaluated through the use of evaluation tools for participants and observer(s).

Before you begin you should understand that evaluation is an important tool in allowing the success of any health promotion campaign to be measured. The professionals who work in health promotion for the PHA use a range of evaluation tools to get feedback on the success of their large-scale campaigns. Whilst it will not be possible for you to evaluate the impact of your activity on the target audience's health behaviour in the longer term given the timescale of your assignment, you will be able to design evaluation tools that allow you to evaluate your activity and its short-term impact on your target audience. These tools aim to evaluate both the extent to which their original objectives have been met (outcome evaluation) and the quality of the activity (process evaluation). You can consider designing pre and post-test assessments of the knowledge and understanding of your health issue for the target audience/participants to complete, comment cards for the participants and/or self, peer, participant or observer questionnaires so you and others can assess how well the activity worked. The design of these tools is not something you can rush - you need to think carefully about the clarity and purpose of every question, and you will probably need to draft and redraft a few times. You will not need to use all of these different types of evaluation tool but should choose those you feel will work best for the type of activity you will do and the objectives you set. Evaluation tools for participants should be designed to be user-friendly based on their profile e.g. their age and ability. If you are planning to carry out your activity in a group, you should work together to design your evaluation tools, however you should write this task, where you describe how the activity will be evaluated, individually and independently.

Assessment Task D (ii) 8 Marks

For this task, you should simply provide blank copies of the evaluation tools you have designed. For students working in a group, these will be exactly the same.

Assessment Task E (600 words) 20 Marks

The focus of this task is initially on evaluating the success of the activity after its implementation. On reflecting on all aspects of the planned activity you should then also be able to identify how it could be improved upon and should make recommendations based on your evaluation. You should evaluate the success of the activity by reviewing all aspects of it, using the evidence gained from the evaluation tools where appropriate.

You could consider-

- the suitability of your chosen participants and how well you tailored the activity for them. You could consider this in terms of the participants' ages and abilities, group dynamics, any specific barriers relevant to the participants, the size of the group if you addressed a group of participants together etc. What was the impact of the activity on the target audience - were they interested or bored, for example?
- achievement of the aims and objectives of the activity. Were the aim and objectives met? What evidence do you have to support your view that these were or were not met?
- the suitability of the approach or approaches used. Were the approach(es) used suitable? If so, what was it about the approach that worked well? If not, why did it not work well? Again, what is the evidence for this conclusion?
- how effective the role of each group member was (if you worked in a group). How well did you work as a team? Was there a leader? Were roles fairly shared? How did the group dynamics evolve during the planning and implementation of the activity? If you worked individually, you might consider whether this was a good idea - was there an advantage to working alone or might it have been better to work in a group?
- the effectiveness of the materials and methods used to deliver the activity, for example the posters, leaflets, videos, talks, demonstrations or other activities. Did they work well? Were they appropriate in terms of level of language used and general content? Were the participants engaged?
- the suitability and effectiveness of other aspects of the activity such as the venue, equipment and timescale for the presentation. Did all go to plan? Were the resources adequate? Was the physical environment suitable, for example in terms of lighting, space and ventilation? Was there a need to change or find alternative resources at short notice due to unplanned circumstances, for example breakdown in ICT resources or the need to change the venue? Was your time managed well? Did you underestimate/overestimate time needed for the activity?

Based on your evaluation, you need to make recommendations for improvements to the activity. What changes could be made to make it more successful? You must work independently to produce comprehensive and well-argued recommendations for improvements to the activity.

Portfolio completion

When you have completed all the assessment tasks you need to collate your portfolio. You should present your work in a report file. It is not necessary to include the resources used for the health promotion activity, such as PowerPoints or posters, in appendices.

References

As always, Harvard style end references are essential and should link clearly to any short references used in the main body of the assignment. URLs are not appropriate for short references nor is a list of URLs appropriate for end references - the latter must be in full using the Harvard System.

