

GCE



Revised GCE A2 4
Teacher Guidance
**Health and Social
Care**

**PUBLIC HEALTH AND HEALTH
PROMOTION**

For first teaching from September 2016



GCE Health and Social Care: Teacher Guidance

A2 4: PUBLIC HEALTH AND HEALTH PROMOTION

Assessment Guidance

This unit is internally assessed. Students will complete an assignment adhering to the specified word count. The word count should be recorded at the end of each assessment task. Teachers will mark the assignment and it must be internally standardised if more than one teacher is delivering the unit. A sample of assignments identified by CCEA will be submitted for moderation.

Introduction

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

Students also develop on their knowledge and understanding of health promotion campaigns from their learning for AS 3 Health and Well-Being. They do this by investigating one current campaign being run by the Public Health Agency in Northern Ireland in detail. They also evaluate the approaches used in the campaign.

Students plan, implement and evaluate a small-scale health promotion activity addressing a public health issue that has significance for the group they choose to do the activity with. Examples of useful settings for the activity include their own school or another local school or college, a residential home, a day centre, a youth club or another club or organisation. The activity should use at least one health promotion approach. Students may, but do not need to, produce their own materials for the activity – leaflets, posters, videos or other materials already used in an existing campaign are perfectly acceptable. This activity gives students the opportunity to work on their own or in a group of no more than five, though all students working in groups must have clearly defined and active roles in the activity and must complete their written reports independently. This is particularly important in allowing students to access mark band four where independence is an important criterion.

Assessment Task A (1200words) 20 marks

To complete this task, students 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 are advised to give your students access to this list to choose their three issues. Whilst a useful starting point may be to allow small groups to work together to investigate what is being done to address just one of these issues in Northern Ireland and share their findings with their class, students must also carry out research for this task individually and write up their findings independently to allow them to access mark band 4. 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 students will have a wide range of interesting issues to choose from. You are not expected to teach your students about each of these public health issues, as the task requires them to carry out their own research, but you should facilitate this by giving them pointers on how and where to do the research, based on the content of the unit specification. Thus, you should encourage them to think widely about 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 document(s) 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?

A few points to note-

- Students are not expected to find examples of all of these for each of their three issues (for example, there may be a piece of legislation or a current Northern Ireland government strategy for some issues but not others).
- Whilst it is fine for students to briefly describe one or more current health promotion campaigns relevant to their issues in this task, this should not be the whole focus of their answer, as they will be carrying out a more detailed investigation of a current health promotion campaign in Task B.
- What is being tested here is the students' ability to research three issues independently and to summarise their findings in their own words (though some quotes may be incorporated into their answer). They should of course use Harvard referencing to acknowledge their sources.

You could use the eGuide to introduce your students to examples covering a range of issues. You could also consider researching one topic in detail yourself and showing your students what your findings are, though they would not be able to use this information in their answer (you may need to put a ban on using that particular issue!).

Assessment Task B (1000 words) 18 Marks

In this task students investigate a current health promotion campaign run by the Public Health Agency in Northern Ireland. Before they choose, they should have a clear understanding of what health promotion is (for example, using the definition by WHO from the eGuide) and that a health promotion campaign is a large-scale multi-media campaign aimed at improving the health of our population. You need to make your students aware that not everything on the PHA website can be considered a health promotion campaign, for example individual news articles, surveillance bulletins, or posters and leaflets for use by professionals published by the agency do not constitute a health promotion campaign and nor do public information campaigns (for example on how to recognise a stroke) or campaigns that appeal for help (for example for blood or organ donation).

When researching in detail a current health promotion campaign run by the Public Health Agency, students need to identify the key objectives of the campaign and describe the methods and materials used for delivery, for example the campaign website, posters, leaflets, television and radio advertising etc. The easiest way students can do this is using the website of the Public Health Agency (www.publichealth.hscni.net) which provides detailed information on the current health promotion campaigns and links to specific campaign websites where the range of health promotion materials can be viewed.

To complete this task, students also need to describe and evaluate the approach or approaches used in their chosen campaign, for example the medical, social change, educational, behaviour change or fear arousal approach(es). They will have knowledge of these approaches and their strengths and weaknesses from AS 3 Health and Well-Being, and you could encourage them to review the points in the AS 3 eGuide. As for AS 3, the evaluative points 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 is likely to include. For this task, you need to encourage your students to apply the evaluative points to their chosen campaign, for example was there a particular leaflet that focused on research evidence or statistics that some people may not want to read? You could encourage them to plan their answer by highlighting the strengths and weaknesses they want to include, linking each of these points in turn to their own specific campaign to facilitate the application required by this task. There is an activity on this in the eGuide.

Assessment Task C (1200 Words) 24 Marks

This task focuses on the planning of a health promotion activity that the students will undertake. Students can choose to do this individually or to work in a group of up to five. If working in a group, each member must contribute to the planning process and each must have a defined, active role in the activity, which should be evident in their plans. If undertaking the activity in a group, students need to schedule meeting time for planning. Their health promotion activity can relate to any health issue they choose, and of course it is expected that there will be a range of different topics selected within any class group. The eGuide gives some examples of possible small-scale health promotion activities to get your students thinking and choosing what to do. It is recommended that you check the topics and target groups chosen for the activity before allowing your students to get too far into the planning process. Where you feel there may be problems, e.g. with access to a specific target group, or ethical issues, e.g. an activity on sexual health with young people that parents might object to, or if you feel the plan is over-ambitious for the timescale available, you can steer your students in another direction at this early stage. You should make students aware that to achieve a good mark in this task, their planning must address all the points listed in the task. You should also make it clear to students who work in a group that, whilst they plan all of these aspects together, they should write up this task individually. It will be acceptable to have some points the same word-for-word e.g. the aim and objectives will be identical for everyone in a group, but it should be evident that each student has written their own answer for the task.

(It is a good idea to encourage students to print off an extra copy of their plan with an evaluation column or section - they can make notes on this as their activity progresses to help them evaluate for their activity for Task E).

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

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

You will need to explain that evaluation in health promotion is important as it is the process by which the impact of the activity can be measured. You could look at the different ways in which health promoters like the PHA get feedback on their large-scale campaigns. Whilst it is recognised that a time-limited student assignment does not allow for measurement and evaluation of the impact on

the target audience's health behaviour in the longer term, your students should understand that the short-term impact and success of the activity may be measured using a range of evaluation tools. These 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 should introduce them to different types of evaluation tools that they could potentially design and use to evaluate their activities, for example pre and post-test assessments of the knowledge and understanding of the issue for the target audience to complete, comment cards for the target group and self, peer, participant or observer questionnaires. You should advise your students of the effort needed to design valid evaluation tools - most will need considerable drafting and redrafting to achieve validity. Students will not need to use all of the different types of evaluation tool but should be reminded that they should design them to be user-friendly based on the profile of the participants (e.g. their age and ability) and to suit the nature of the activity and its original objectives. Where students are planning to carry out their activity in a group, they should work together to design their evaluation tools, however they should write this task, where they describe how their activity will be evaluated, individually and independently.

Assessment Task D (ii) 8 Marks

For this task, your students should simply provide blank copies of the evaluation tools they have designed. For individuals 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. In reflecting on all aspects of the planned activity students should then also be able to identify how it could be improved upon and should make recommendations based on their evaluation. You should encourage them to evaluate the success of the activity by reviewing all aspects of it, using the evidence gained from the evaluation tools where appropriate.

You can encourage your students to consider -

- the suitability of their chosen participants and how well they tailored the activity for them. They 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 they 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 students have to support their 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 they worked in a group). How well did they 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? Students who worked individually 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 their time managed well? Did they underestimate/overestimate the time needed for the activity?

Based on their evaluation, students are required to make recommendations for improvements to the activity. What changes could be made to make it more successful? They should work independently to produce comprehensive and well-argued recommendations for improvements to the activity.

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. Students must appropriately reference all the materials they use in their work, including any online resources.

It is not necessary for them to include their resources such as PowerPoints or posters in appendices.

Marking

Teachers should use their professional judgement to apply the criteria in the mark banks appropriately and fairly to students' work. They should take a 'best fit' approach to award the appropriate mark within a range, balancing strengths and weaknesses in each response. Work which exceeds 10% of the word count cannot access mark band 4. Words in tables must be included in the word count. It is good practice to annotate work and the end of each statement include a brief comment justifying mark band awarded.

Resources

Resources for this unit include:

- CCEA Unit A2 4 eGuide
- CCEA Unit AS 3 Health and Well-Being
- CCEA Unit A2 3 eGuide
- CCEA Unit A2 4 Teacher Guidance

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

