

Frequently Asked Questions

Unit 8: Promoting Health and Well being

Q1. Can the students carry out their health promotion at the school as obviously these children have health needs just as much as those attending a surgery etc e.g. healthy eating, STI awareness etc.

A: It would be acceptable to undertake research into a particular topic and then implement the campaign within school/college. Given the difficulty with placements and the amount of time the students have in placement, this may be the only viable option.

The assignment needs to be in the form of a small health promotion campaign. It can be on any health related topic, however it should be relevant to their chosen target audience; smoking, healthy eating, immunisations, benefits of exercise, self awareness, for example a breast examination or a testicular examination.

The candidates need to show understanding of the reasons health promotion campaigns are undertaken and the various models used (specification sections 8.1 and 8.2). They then need to plan and implement a small health promotion campaign (specification section 8.3).

The students do not need to have 'special or specific needs'. Given that the topic is a health promotion campaign any audience would be acceptable under the setting of health.

To reach band 3 the candidates must show that they have thought out valid reasons for choosing the specific target group. It is not enough to say, for example, that the target group were peers in their school or college because these were all they had access to.

This health promotion can be carried out as a group activity, but the written report must be the candidate's own work. The candidates can produce leaflets, posters, computer presentations, as strand (c) in the assessment evidence requires the use of various media and materials. The choice of which media and materials they use should demonstrate an understanding of the health promotion model used.

There are many different ways a health promotion campaign can be evaluated. It will depend on what the aims of the campaign are, for example, if it is to raise awareness then a 'before and after' questionnaire may be appropriate to determine the level of success.

If it is to change behaviour then again a questionnaire could be used or the candidate could interview a small group of targeted individuals. These will then need to be evaluated to decide if the aims of the campaign have been achieved. A good portfolio would then go on to evaluate the whole

campaign, including evaluation techniques themselves, critically analysing what has been done at all stages and making suggestions for improvement.

Q2. Candidates would like to do sexually transmitted infections for both the health promotion report for unit 8 and for the diseases report for unit 9. They would be taught by 2 different teachers and the units would be very different - is this possible?

A: Yes, this is fine as long as the student work is completed independently as well.

Q3. Can we use smoking or teenage pregnancy as one of the health settings/service users?

A: Smoking can be used but teenage pregnancy is not a health promotion issue.

Q4. The Unit 8 guidance suggests that the health promotion activity should take around 15 hours. Does that mean 15 hours direct contact with the target group, or does it include preliminary meetings etc?

A: The time frame of 15 hours should be for preparation, presentation and evaluation of results, not 15 hours with the target group.