

Moderators' Report/ Principal Moderator Feedback

January 2012

GCE Health & Social Care (6945)
Unit 8 – Promoting Health & Well-being

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General comments

This report is based on a small entry for this series. Generally administration was more accurate this series with few errors seen. Most centres submitted their sample prior to the deadline date.

The majority of learners had chosen suitable topics on which to undertake their health promotion and delivered their promotion to a suitable target group.

Assessment Objective 1

Learners are required to undertake comprehensive background research into a chosen health topic on which they will base a small scale health promotion activity. The background research should help to provide a rationale for the chosen target group. However, in many cases it appeared that learners had been given their topic and target group and then made the research 'fit'. The topic and target group should be identified through a need, normative or felt. Whilst it is accepted that access to target groups may be difficult in some circumstances and consequently, the group is identified by ease of access, the research should then be appropriate to the target group identified. This was not always the case. There continues to be a heavy reliance on internet sources with little appreciation of where the statistics come from.

Assessment Objective 2

Learners are asked to identify the aims and objectives of their health promotion, to identify the model of health promotion they will use, to produce a plan of action and to discuss how they will evaluate the success of their health promotion. As in all previous series, there remains some confusion around what constitutes an aim and what constitutes an objective. Centres should note that objectives should be SMART. A significant number of learners continue to provide examples of methods of presentation, as their objectives, for example, to produce a leaflet. Centres should note that this is not an objective but a method to achieve the aim. An example of an objective would be 'the target audience will be able to state five sexually transmitted diseases by the end of my promotion'. This is Specific, Measurable, Achievable, Realistic and Time limited. The majority of learners were able to describe the various models of Health Promotion although in many cases the description was brief. Understanding of the Medical Model was limited in a large majority of portfolios with many learners stating that this was an appropriate model for them to use. A good portfolio should discuss all methods and then provide a rationale for the one or two chosen. Plans were included but as in previous series there was limited, if any, discussion seen of individual roles where promotions had been undertaken as a group. The discussion of evaluation methods was much improved this series with a large proportion of learners discussing process, impact and outcome evaluation and then identifying which they will use and why.

Assessment Objective 3

Requires the learner to provide evidence of implementation of their health promotion, produce appropriate media and materials and provide an analysis of the results. Once again, far too many learners merely implied that they had carried out their promotion with no explicit evidence of implementation. Some learners had included witness testimonies in their portfolios although their value was limited although they did provide limited evidence of implementation. There was very little evidence seen of how materials and media were linked to the method of Health Promotion chosen, a requirement of this assessment objective. Once again, analysis of data in many cases was weak and could not reach the higher mark bands because it was rare to find a learner who had gathered extensive data. Most learners presented their findings in the form of graphs and charts but there was limited detail in many portfolios of what they represented.

Assessment Objective 4

Learners are asked to evaluate the health promotion campaign with reference to their initial aims and objectives. Evidence of an attempt at evaluation was slightly improved this series with a more learners considering most, if not all aspects of their promotion. However, in many cases the evaluation was a narrative account of what they had done with little on the strengths and weaknesses of the individual components. A few strong learners demonstrated excellent evaluative skills and drew on all the evidence they could. Where witness testimonies had been used, in far too many cases they only confirmed that the presentation had taken place and did not include anything useful for the learner to use in their evaluation. As in previous series, this remains a weak area and needs to be strengthened for future submissions.

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