

Moderators' Report/
Principal Moderator Feedback

January 2013

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 a few errors seen. Most centres submitted their sample prior to the deadline date.

Learners had chosen suitable topics on which to undertake their health promotion and delivered their promotion to a suitable target group.

Assessment Objective 1

This requires the learner 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. The topic and target group should be identified through a need, normative or felt. Wherever possible, research should be UK based and relevant to the chosen target group. 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

Requires the learner 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. It was disappointing to see that there remains some confusion around what constitutes an aim and what constitutes an objective with many assessors awarding marks where learners had identified methods to undertake their Health Promotions rather than true objectives. Centres should note that objectives should be SMART. 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. A good portfolio should discuss all methods and then provide a rationale for the one or two chosen. There seemed to be some confusion of a small number of portfolios with learners suggesting that the Educational and Behavioural models were one and the same. Where use of the behavioural model had been suggested, there was limited understanding shown with learners expecting a change in behaviour by the end of the promotion. As an example some learners suggested that the target group had changed their behaviour by stopping smoking or eating more healthily after a 30 minute presentation. 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 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

The learner was asked to provide evidence of implementation of their health promotion, produce appropriate media and materials and provide an analysis of the results. As in previous series far too many learners merely

implied that they had carried out their promotion with no explicit evidence of implementation. Many witness testimonies provided were of little, if any use in terms of providing any evidence other than that the promotion had been undertaken. 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

Required the learner to evaluate the health promotion campaign with reference to their initial aims and objectives. Evidence of an attempt at evaluation was improved this series with 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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