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## 3 Unit 3: Promoting Good Health [AS level, mandatory, internally assessed]

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### 3.1 ABOUT THIS UNIT

*This AS level unit is mandatory and is internally assessed.*

This unit investigates the range of lifestyle choices and societal factors which influence health and well-being. You will investigate the ways in which ill-health can be prevented and the health-promotion methods that are used by health-and-social-care practitioners. You will develop an understanding of the attitudes and prejudices which influence individuals' health and well-being.

This unit has links with Unit 1: *Promoting quality care*, Unit 2: *Communication in care settings*, Unit 7: *Health as a lifestyle choice*, Unit 8: *Complementary therapies*, Unit 10: *Care practice and provision* and Unit 14: *Mental health issues*. Although this unit does not link directly to the NVQs in Providing health, social and protective studies, it provides a broad introduction to the topic.

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will produce a report of the planning of, and your participation in, a small-scale health-promotion campaign to promote good health. Materials used should be published by an existing agency. Your evidence will include:

- evidence that you understand the perspectives of health and well-being, including ill-health, and the implications of government initiatives;
- applying knowledge and showing understanding of the job roles of key workers who promote health, including information about **two** preventative measures;
- relevant research and analysis of **two** factors that can affect health and well-being, giving an analysis of their effects on individuals;
- evidence of your own performance when planning, and participating in, a small health-promotion campaign, evaluating your own performance.

### 3.2 WHAT YOU NEED TO LEARN

You need to learn about:

- perspectives of health and well-being;
- preventative measures and job roles;
- factors affecting health and well-being;
- health promotion.

### 3.2.1 Perspectives of Health and Well-Being

You need to understand that health and well-being is not only affected by an individual's lifestyle choices, but also societal and environmental issues. Health and well-being can be affected by:

- personal responsibility for health;
- health as absence of illness;
- illness-wellness continuum;
- concepts of ill-health;
- government policies on health.

You need to understand that the concept of ill-health differs according to the medical and social models and the effects of ill-health on individuals' quality of life.

You need to understand the implications on health and well-being of:

- current national government initiatives, e.g. government white papers;
- local government initiatives, e.g. Health Improvement Programmes.

### 3.2.2 Preventative Measures and Job Roles

You need to recognise that there are many ways in which ill health can be reduced. Some of these measures are 'client-centred', others are directed at the wider community. Some measures are available through specialists, who are trained to provide a service, others take the self-help approach. Government initiatives place a duty on local and national authorities to improve health and prevent illness. Your investigation needs to include preventative measures, examples include:

- education;
- preventative legislation;
- screening;
- immunisation.

You need to understand that health promotion is designed and implemented for a variety of reasons, including:

- improving health and well-being;
- encouraging the use of preventative methods;
- increasing understanding of environmental causes of ill-health;
- increasing the skills required by individuals to take control of their own health.

Many different health and care professionals have a duty to develop and provide health education messages for their individuals. You need to recognise the job roles that have a major health-promotion responsibility, examples include:

- health education specialists;
- health visitors;
- community nurses;
- environmental health officers;
- GPs.

### 3.2.3 Factors Affecting Health and Well-Being

You need to find out about the range of factors which affect health and well-being, including:

- attitudes and prejudices, e.g. fear,  
lack of trust of health practitioners;
- lifestyle choices, e.g. diet,  
substance abuse,  
health practices,  
recreational activities;
- social factors, e.g. family,  
social class,  
culture;
- environmental issues, e.g. pollution,  
housing,  
workplace health;
- financial factors, e.g. income;
- physical factors, e.g. additional needs.

### 3.2.4 Health Promotion

You need to understand the different approaches (models) that can be used when planning and carrying out health-promotion campaigns, to include:

- the preventative model – probably the most common method;
- the empowerment model – seeks to encourage individuals to take control of their own health, and occasionally the environment, as well as the choices they make;
- the educational approach – seeks to inform and educate to promote healthy practices;
- client-directed approach – used to work with individuals to identify their needs prior to organising a campaign which is then aimed to meet those needs specifically;
- the use of fear as an approach – increasing in popularity, particularly when used on television, e.g. using vivid images of the consequences of unhealthy lifestyle choices to instill fear into those who watch.

When planning a small-scale health-promotion campaign, you need to recognise the different methods that can be used to pass on messages to individuals, e.g. leaflets and handouts, poster displays, videos and audio tapes and mass media such as TV, newspapers.

It is important for you to understand the ways used to measure the outcomes of a health education campaign, including:

- aims and objectives;
- project criteria (intended and unintended outcomes).

When evaluating your own performance as part of the small-scale health-promotion campaign, you need to include an evaluation of:

- your own performance;
- the benefits to the individual;
- skills used;
- quality measures, e.g. cost and time.

### 3.3 ASSESSMENT EVIDENCE GRID

Please see over.

<b>Unit 3: Promoting good health</b>				
<b>What you need to do:</b>				
<p><b>You need to produce</b> a report of the planning of, and your participation in, a small-scale health-promotion campaign to promote good health. <b>[50 marks]</b>.</p> <p>Your evidence needs to include:</p> <p><b>AO1:</b> evidence that you understand the perspectives of health and well-being, including ill-health and the implications of government initiatives <b>[15]</b>;</p> <p><b>AO2:</b> applying knowledge and showing understanding of the job roles of key workers who promote health, including information about <b>two</b> preventative measures <b>[15]</b>;</p> <p><b>AO3:</b> relevant research and analysis of <b>two</b> factors that can affect health and well-being, giving an analysis of their effects on individuals <b>[10]</b>;</p> <p><b>AO4:</b> evidence of your own performance when planning and participating in a small health-promotion campaign, evaluating your own performance <b>[10]</b>.</p>				
<b>How you will be assessed:</b>				
<b>Assessment Objective</b>	<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark Awarded</b>
<b>AO1</b>	You show a basic understanding of the perspectives of health and well-being from <b>two</b> different perspectives, including the effects of ill-health, and how they relate to individuals, including the implications of <b>one</b> government initiative; <b>[0 1 2 3 4 5]</b>	you show a sound understanding of the perspectives of health and well-being from <b>two</b> different perspectives, including the effects of ill-health, giving a detailed description of how they relate to individuals, including the implications of <b>one</b> government initiative; <b>[6 7 8 9 10]</b>	you show a comprehensive understanding of the perspectives of health and well-being from <b>two</b> different perspectives, including the effects of ill-health, giving a detailed explanation of how they relate to individuals, including the implications of <b>one</b> government initiative. <b>[11 12 13 14 15]</b>	<b>/15</b>
<b>AO2</b>	You provide, with guidance, a basic account of the job roles of <b>two</b> key workers who are involved in promoting health, and you give a basic description of <b>two</b> preventative measures that they could apply; you write in a manner which is adequate to convey meaning, although it will be expressed in a non-specialist manner; <b>[0 1 2 3 4 5]</b>	you provide a sound level of understanding of a range of job roles of <b>two</b> key workers who are involved in promoting health, and you describe thoroughly <b>two</b> preventative measures that they could apply; you write in a manner which conveys meaning, using specialist vocabulary with few errors/inaccuracies; <b>[6 7 8 9 10]</b>	working accurately and independently, you provide in-depth knowledge and understanding of a range of the job roles of <b>two</b> key workers who are involved in promoting health, explaining <b>two</b> preventative measures that they could apply; you write in a manner which conveys appropriate meaning, using specialist vocabulary with accuracy – there will be no errors/inaccuracies. <b>[11 12 13 14 15]</b>	<b>/15</b>
<b>AO3</b>	You use limited sources of information to research and collect evidence about <b>two</b> factors that can affect health, giving a basic analysis of their effects on individuals; <b>[0 1 2 3 4]</b>	you use a range of sources of information to research <b>two</b> factors that can affect health, giving a detailed analysis of their effects on individuals; <b>[5 6 7]</b>	you undertake research using a range of techniques to explore <b>two</b> factors that can affect health, giving a comprehensive analysis of their effects on individuals. <b>[8 9 10]</b>	<b>/10</b>
<b>AO4</b>	You produce a plan for a small-scale health-promotion campaign and records to show how it was implemented, including a basic evaluation of your own performance; <b>[0 1 2 3 4]</b>	you produce a plan for a small-scale health-promotion campaign and records to show how it was implemented, including an evaluation that draws valid conclusions about your own performance; <b>[5 6 7]</b>	you produce a plan for a small-scale health-promotion campaign and records to show how it was implemented, including an evaluation that makes reasoned judgments about your own performance. <b>[8 9 10]</b>	<b>/10</b>
<b>Total mark awarded:</b>				<b>/50</b>

## **3.4 GUIDANCE FOR TEACHERS**

### **3.4.1 Guidance on Delivery**

Evidence for this unit is likely to be collected from a range of primary and secondary sources. A copy of the White Paper – Our Healthier Nation, would be an essential resource to introduce the importance of promoting good health to candidates.

Primary sources could also be used if candidates were to interview or hold discussions with local health-promotion officers and individuals about their perception of health promotion.

When candidates are planning their own health-promotion campaign, it will be important for them to concentrate on content and the approaches to be used. There may be little time for them to produce posters and leaflets which are generally already available. Therefore, it is recommended that, where possible, candidates use existing campaigning materials, which for the most part, can be readily obtained from health-promotion departments, health centres, social services, shops, etc.

#### **Perspectives of health and well-being**

An understanding of the different perspectives of health and well-being needs to be established before candidates can plan their health-promotion campaign. Candidates need to use primary research to find out differences between the views of individuals and service providers. They need to review their findings according to the theories of the social and medical models.

The Health Development Agency has been set up to contribute to the delivery of the government's priorities for improving public health. Candidates will find this a useful source of information about government policies and the effect that these may have on individuals. Candidates need to recognise the impact of local and national initiatives, e.g. The National Healthy Schools Standard has been achieved by many primary and secondary schools already.

#### **Preventative measures and job roles**

Candidates are expected to recognise the responsibilities of health and care professionals for whom health promotion is part of their job role. They could be encouraged to meet with these professionals. It is likely that they will gain a great deal of information relating to job roles, responsibilities, preventative measures implemented, campaign planning and development.

Health visitors, school nurses, community nurses, environmental health officers and GPs usually have responsibility for promoting health for their own target groups, e.g. health visitors often provide feeding and weaning campaigns. School nurses, on the other hand, may concentrate on safe sexual practices or immunisation programmes. Often their individual group is comprised of both children and parents.

## Factors affecting health and well-being

Both primary and secondary research would be useful to enable candidates to develop an understanding of the different factors affecting health and well-being, and the effects of ill-health on individuals in various settings. It is not intended for candidates to give detailed information about substance abuse – the focus needs to be on how this can affect health and well-being.

## Health promotion

In their assessment, candidates will be expected to provide an explanation of the health-promotion approach they have adopted in the planning and implementation of their own campaign. It will be important for candidates to have a sound understanding of these approaches. Candidates are not expected to have an in-depth knowledge of each approach which could be used, but need to demonstrate a good understanding of the applied approach.

The preventative approach is probably the most common method encountered. The empowerment model seeks to encourage individuals to take control of their own health, and occasionally the environment, as well as the choices they make. On the other hand, another common method adopted is the educational approach which seeks to inform and educate to promote healthy practices. Increasing in popularity is the use of fear as an approach, particularly when used on television, e.g. using vivid images of the consequences of unhealthy lifestyle choices to instill fear into those who watch. 'Client-directed' approaches are used to work with individuals to identify their needs prior to organising a campaign which is then aimed to meet those needs specifically.

It is important for candidates to set clear aims and objectives in the plan for their campaign. These will vary depending on the intended outcomes. For example, improving health and well-being may be the aim of a campaign provided for people who are overweight and inactive and thus at risk of coronary heart disease. Alternatively, a campaign to promote safe sexual practices to young adults may have **two** aims, firstly to reduce the number of sufferers of sexually transmitted diseases, and secondly to reduce the number of unplanned pregnancies.

The objectives of the campaign will link directly to the different stages and tasks which need to be completed, to ensure the campaign takes place as efficiently as possible. Candidates also need to be encouraged to identify the intended outcomes of their campaign so that effectiveness can be measured accurately. They also need to recognise the skills they will be using, e.g. practical skills, organisational skills and communication skills.

The evaluation needs to include evidence of candidates' ability to reflect on their achievements in the health-promotion campaign. They need to make judgements about their performance and the success of the campaign against the pre-set criteria stated. Candidates who aim to achieve higher marks need to develop analytical skills and the ability to make reasoned judgements. They may also explain the achievement of the intended outcomes, together with any unintended outcomes of the campaign, e.g. a campaign which encourages counselling may result in long waiting lists.

Please note: candidates may wish to work in groups to collect materials and when participating in the health-promotion campaign; however, for all other aspects of this unit, candidates are required to produce their own individual portfolio of evidence.

### 3.4.2 Guidance on Assessment

It needs to be stressed that you determine only the *mark* for a candidate's portfolio evidence and not the *grade* which will be determined by OCR.

Regular, early and constructive feedback to candidates on their performance is essential and crucial. Help with planning and structuring their portfolio work in a logical manner throughout the course will lead to better understanding of their work and is likely to achieve higher marks.

Giving candidates deadlines for the completion of various sections of their work, and encouraging them to adhere to them, is also essential if candidates are not going to rush to complete and possibly finish up with marks below their potential.

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 3.3).

The information on this *grid* will eventually be transferred onto a *Unit Recording Sheet* to be attached to the front of each candidate's piece of work at the point when the work is submitted for moderation. A *Coursework Administration Pack* will be supplied, containing all relevant *Unit Recording Sheets*. Where marking for this unit has been carried out by more than **one** teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the criteria as laid down in the *Assessment Evidence Grids*.

Each row in the *grid* comprises a strand showing the development of an assessment objective, each row corresponding to an assessment objective descriptor in the banner (the top section of the *grid*).

The maximum mark for each strand is shown in the far right hand column of the *grid* and this maximum mark is further broken down into a number of mark bands across each row with a range of descriptors.

You use your professional judgement to determine which descriptor in a strand best suits the individual candidate's work and from the range of marks available within that particular mark band, you circle the mark that best fits the work. You then record this mark in the column headed *Mark*.

You need to use the full range of marks available to you. You need to award full marks in any strand for work which fully meets the criteria. This is work which is the best one could expect from candidates working at AS level.



However, for strands which include a quantified element, e.g. **two** care workers or **four** therapies, and where a candidate's evidence includes less than the number specified, or includes the correct number but at varying levels of quality, you will use your professional judgement to allocate an appropriate mark. It is the *quality* of the evidence that is paramount rather than the *quantity*, although, in such circumstances, candidates will be unable to access the highest mark band for that strand.

Only **one** mark per strand/row will be entered. The final mark for the candidate is out of a total of **50** and is found by totalling the marks for each strand.

The further guidance below amplifies the criteria in the *Assessment Evidence Grid* and will help you to determine the appropriate mark to be awarded for each strand.

Amplification of Criteria		
AO	Mark Band	Characteristics of the work one may expect to see at this mark band can be summarised as follows:
AO1	1	<p>Candidates will produce a factual account based on the collection of information to describe health and well-being from <b>two</b> different perspectives; this could be obtained, for example, from questionnaires or interview questions prepared by candidates or by drawing information from given case studies;</p> <p>candidates will show a basic understanding of the differences between the medical and social models of health and well-being when stating why individuals often fail to conform to health education advice;</p> <p>the implications of <b>one</b> government initiative will be basically described, with limited understanding shown;</p> <p>the evidence will lack detail about the effects on the individual;</p> <p>there will be omissions and/or inaccuracies within the evidence;</p>
	2	<p>candidates will produce a factual account showing a sound understanding of health and well-being from <b>two</b> different perspectives;</p> <p>illustrations could be included where relevant, e.g. to explain some complex information;</p> <p>there will be a description of the differences between the medical and social models of health and well-being when explaining why individuals often fail to conform to health education advice;</p> <p>the implications of <b>one</b> government initiative will be described in detail, showing a good level of understanding;</p> <p>there will be few omissions and/or inaccuracies within the evidence;</p>
	3	<p>candidates will synthesise a range of information to demonstrate the concepts of health and well-being from <b>two</b> different perspectives;</p> <p>the factual account will be detailed and will show a high level of understanding of, for example, personal responsibility, health as absence of illness, etc;</p> <p>clear and accurate conclusions will be drawn about the medical and social models of health and well-being to explain the responses of individuals to health and education advice;</p> <p>the implications of <b>one</b> government initiative will be thoroughly described, showing a sound level of understanding;</p> <p>there will be no omissions or inaccuracies within the evidence.</p>

AO	Mark Band	Characteristics of the work one may expect to see at this mark band can be summarised as follows:
AO2	1	<p>Candidates will produce a basic account of the job roles of <b>two</b> key workers who are involved in promoting health, showing a limited understanding of the tasks they perform;</p> <p>a limited description of <b>two</b> preventative measures the chosen key workers would apply will be included;</p> <p>the evidence will lack detail but candidates will show a basic understanding of the reasons for the preventative measures;</p> <p>there will be omissions and/or inaccuracies within the evidence;</p> <p>candidates will write in a manner which is adequate to convey meaning, although it will be expressed in a non-specialist manner;</p>
	2	<p>candidates will produce a detailed account of the job roles of <b>two</b> key workers who are involved in promoting health, showing a sound understanding of the tasks they perform;</p> <p>a clear description of <b>two</b> preventative measures the chosen key workers would apply will be included;</p> <p>candidates will show a sound understanding of the reasons for the preventative measures, including government initiatives being met;</p> <p>there will be few omissions and/or inaccuracies within the evidence;</p> <p>candidates will write in a manner which conveys meaning, using specialist vocabulary with few errors/inaccuracies;</p>
	3	<p>candidates will produce a thorough description of the job roles of <b>two</b> key workers who are involved in promoting health, showing a sound understanding of the tasks they perform;</p> <p>there will be justification of the skills and qualities each key worker requires to ensure the needs of the individual are met;</p> <p>analysis of <b>two</b> preventative measures the chosen key workers would apply will be included;</p> <p>when explaining the reasons for the preventative measures being applied, candidates will show how each meets the needs of individuals within the chosen setting;</p> <p>candidates will work independently to produce accurate work;</p> <p>there will be no omissions or inaccuracies within the evidence;</p> <p>candidates will write in a manner which conveys appropriate meaning, using specialist vocabulary with accuracy – there will be no errors/inaccuracies.</p>
AO3	1	<p>Candidates will produce a factual description that shows a basic understanding of how different factors affect health and well-being;</p> <p>information could be collected, e.g. through questionnaires, interview questions or from secondary sources;</p> <p>candidates will give <b>two</b> ways in which individuals' quality of life could be affected by ill-health;</p> <p>limited sources of information will be used for the research;</p> <p>the analysis is limited and is more in the form of statements than analytical judgments;</p> <p>there will be omissions and/or inaccuracies within the evidence;</p>

AO	Mark Band	Characteristics of the work one may expect to see at this mark band can be summarised as follows:
AO3	2	<p>candidates will produce a factual account which will be detailed, with examples to explain the factors which affect health and well-being;</p> <p>conclusions will be drawn to explain <b>two</b> ways in which individuals' quality of life could be affected by ill-health;</p> <p>candidates will carry out research using both primary and secondary sources;</p> <p>the analysis will be sound, showing some ability to reflect and make judgments;</p> <p>there will be few omissions and/or inaccuracies within the evidence;</p>
	3	<p>candidates will demonstrate synthesis and understanding to compare factors which affect health and well-being;</p> <p>evidence to show the range of sources used could, for example, be included as a bibliography and referenced within the text;</p> <p>a high level of understanding will be evident to explain <b>two</b> ways in which individuals' quality of life is affected by ill-health;</p> <p>candidates will carry out research using a range of sources;</p> <p>the analysis is detailed, showing the ability of candidates to reflect on their findings and make reasoned judgments;</p> <p>there will be no omissions or inaccuracies within the evidence.</p>
AO4	1	<p>Candidates will produce a plan outlining the approach to be used for the small-scale health-promotion campaign to be carried out;</p> <p>the plan will include basic pre-set criteria to be used to judge the outcomes of the campaign, e.g. aims and objectives, intended and unintended outcomes, cost and time;</p> <p>an outline of the methods to be used will be given;</p> <p>records of assessment will show that the health-promotion campaign was carried out accurately, but with support;</p> <p>candidates will complete a brief evaluation of their performance;</p> <p>there will be evidence of reflection and simple analysis;</p> <p>the analysis will include information relating to the measure of the outcomes against the pre-set criteria;</p> <p>there will be omissions and/or inaccuracies within the evidence;</p>
	2	<p>candidates will produce a detailed plan which will relate to the small-scale health-promotion campaign to be carried out;</p> <p>timescales will be given which show how the main tasks are to be broken into component parts, and these will be realistic;</p> <p>a factual account within the plan will explain, giving reasons, the pre-set criteria, including aims and objectives, intended and unintended outcomes, cost and time;</p> <p>the methods to be used will be explained;</p> <p>records of assessment will confirm observation of candidates showing competence in carrying out the health-promotion campaign independently;</p> <p>candidates will reflect upon their performance, analyse in some detail, and make informed evaluation about the standard of their performance and possible improvements;</p> <p>analysis will include information relating to the success of the campaign in relation to the pre-set criteria;</p> <p>there will be few omissions and/or inaccuracies within the evidence;</p>

AO	Mark Band	Characteristics of the work one may expect to see at this mark band can be summarised as follows:
AO4	3	<p>candidates will produce a detailed plan which breaks each main task into smaller component parts;</p> <p>accurate time/scales will be given for each component to complete the health-promotion campaign;</p> <p>the explanations showing how and why each component will be carried out will show a high level of understanding of the processes involved in planning and carrying out a health-promotion campaign;</p> <p>detailed pre-set criteria will be included which explain the aims and objectives, intended and unintended outcomes, cost, time etc.;</p> <p>the methods to be used will be clearly justified;</p> <p>records of assessment will confirm observation of candidates demonstrating competence and confidence when carrying out the small-scale health-promotion campaign independently;</p> <p>the evaluation of candidates' own performance will show evidence of in-depth reflection, the ability to analyse and to make reasoned judgements;</p> <p>the analysis will include evidence of the success of the campaign measured against the pre-set criteria and will be clearly explained;</p> <p>reasoned judgments will be used to produce recommendations for improvements which could be made to performance;</p> <p>these will be valid and achievable and include clear justification for suggestions made;</p> <p>there will be no omissions or inaccuracies within the evidence.</p>

### 3.4.3 Resources

<b>Organisations</b>	<p>HMSO  Health education/promotion units  primary care groups  local health authorities  environmental health departments  health education personnel  large supermarkets or pharmacies  community health councils.</p>
<b>Publications</b>	<i>Health Development Today</i>
<b>Textbooks</b>	Ewles L <i>Promoting Health</i>
<b>Websites</b>	<p>Department of Health <a href="http://www.doh.gov.uk">www.doh.gov.uk</a>  Health Development Agency <a href="http://www.hdaonline.org.uk">www.hdaonline.org.uk</a>  Patient Website <a href="http://www.patient.co.uk">www.patient.co.uk</a>  Public Health Electronic Library <a href="http://www.phel.gov.uk">www.phel.gov.uk</a>  Our Healthier Nation <a href="http://www.ohn.gov.uk">www.ohn.gov.uk</a>  <a href="http://www.nhs.uk">www.nhs.uk</a></p>