



National Unit Specification: general information

UNIT Health Promotion (Higher)

CODE F1RG 12

SUMMARY

This Unit is designed to enable candidates to examine the basis for health promotion and to understand some of the factors that influence health promotion activity. In this Unit candidates will be introduced to theories relating to health and health promotion to facilitate an understanding of different strategies that are used to achieve improvements in health. Candidates will be encouraged to consider how to evaluate the effectiveness of a health promotion activity.

This Unit is suitable for candidates who have an interest in health issues or wish to gain employment at support worker level in the health and social care sectors. It is also suitable for those who wish to progress to study at Further Education Colleges or at Higher Education Institutions.

OUTCOMES

- 1 Explain the concepts, approaches and principles involved in health promotion.
- 2 Investigate factors that influence the planning of health promotion activities for a specific health issue.
- 3 Produce a plan of the implementation and evaluation of a health promotion activity aimed at health improvement in relation to the specific health issue.

RECOMMENDED ENTRY

While entry is at the discretion of the Centre, candidates would normally benefit from having attained the following, or equivalent:

- ◆ Care (Intermediate 2) Course or Units
- ◆ Early Education and Childcare (Intermediate 2) Course or Units
- ◆ Standard Grade in a social subject at Credit level
- ◆ Standard Grade Social and Vocational Skills at Credit level

Administrative Information

Superclass: PA

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National Unit Specification: general information (cont)

UNIT Health Promotion (Higher)

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in the Unit.

National Unit Specification: statement of standards

UNIT Health Promotion (Higher)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Explain the concepts, approaches and principles involved in health promotion.

Performance Criteria

- (a) Explain health as a concept.
- (b) Describe approaches to health promotion practice.
- (c) Explain the principles of good practice in health promotion.
- (d) Describe the methods of effective data collection.

OUTCOME 2

Investigate factors that influence the planning of health promotion activities for a specific health issue.

Performance Criteria

- (a) Analyse a specific health issue and its campaign approach.
- (b) Explain the knowledge and skills needed to run a health promotion activity within the campaign of the specific health issue.
- (c) Explain factors that influence the planning of a health promotion activity to tackle the issue.

OUTCOME 3

Produce a plan of the implementation and evaluation of a health promotion activity aimed at health improvement in relation to the specific health issue.

Performance Criteria

- (a) Plan a health promotion activity based on the specific health issue.
- (b) Identify and explain the aims and objectives of the event.
- (c) Explain how the principles of good practice would be applied to this health promotion event.
- (d) Describe how data would be collected at the event.
- (e) Describe how you would evaluate the success of the planned health promotion event.

National Unit Specification: statement of standards (cont)

UNIT Health Promotion (Higher)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence Requirements apply to the Unit as a whole and, therefore, apply holistically to all Outcomes of the Unit.

Written and/or oral evidence is required for Outcome 1 to the standard specified in the Outcome and Performance Criteria. The evidence for this Outcome must be obtained under controlled supervised conditions. The assessment must be closed-book and will last no more than 30 minutes.

Outcome 1

The assessment should sample across the mandatory content of the Outcome and contain questions which require candidates to generate evidence in relation to:

- ◆ **one** explanation of the concept of health
- ◆ **one** approach to health promotion practice
- ◆ **three** principles of good practice in health promotion
- ◆ **one** method of data collection.

Outcomes 2 and 3

Candidates must produce written and/or recorded oral evidence which demonstrates that the candidate has achieved these Outcomes to the standard specified in the Outcomes and Performance Criteria. The evidence will be produced in open-book conditions.

Appropriate evidence would be a written and/or oral report detailing the planning of the implementation and evaluation of the health promotion activity which is based on the issue selected in Outcome 2.

The report will generate evidence which covers:

- ◆ the identified health issue and its campaign approach
- ◆ the knowledge and skills needed to run the campaign
- ◆ the factors that influence planning of health promotion in relation to the selected health issue
- ◆ the planning of the event including the research used
- ◆ the resources required
- ◆ aims and objectives of the planned activity
- ◆ the rationale for the activity in the context of the health promotion issue
- ◆ how the data/information would be produced during or after the activity
- ◆ the planned evaluation of the event which includes reference to the principles of good practice.

Teachers and lecturers must ensure that the evidence is the candidate's own work.

The standard to be applied, the breadth of coverage and an appropriate cut-off score are illustrated in the National Assessment Bank (NAB) items available for this Unit. If a centre wishes to design its own assessments they should be of a comparable standard.

National Unit Specification: support notes

UNIT Health Promotion (Higher)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is an optional Unit in the *National Certificate in Health and Social Care (Higher)*.

Outcome 1: Explain the concepts, approaches and principles involved in health promotion

Health as a concept:

- ◆ Health — illness continuum
- ◆ Health as a holistic concept
- ◆ Concept of determinants of health

These ideas can be developed by discussing the following issues:

- ◆ The role of medicine in determining health
- ◆ The role of social factors in determining health
- ◆ Factors that can influence health — family and culture, heredity, lifestyle/behaviour, socioeconomic factors, gender, ethnicity and culture
- ◆ Factors that affect access to health provision, attitudes, discrimination, socioeconomic factors, geographical location, education, legislation
- ◆ Definitions of health and health promotion

World Health Organisation definitions (WHO) (1948; 1984)

Seedhouse (1986)

The theory that health is an ideal state;

Theories which hold that health is a personal strength or ability — either physical, metaphysical or intellectual;

The theory that health is a commodity which can be bought or given;

The theory that health is the physical and mental fitness to do socialised daily tasks;

The theory that health is the foundation for achievement of potentials.

Definitions of Health promotion WHO 'Health promotion is the process of enabling people to increase control over and to improve their health.

Downie (1997) Health promotion comprises efforts to enhance positive health and reduce the risk of ill health through the overlapping spheres of health education, prevention and health protection.

WHO (O'Hara Charter 1996) key factors to promoting health are equity, empowerment and community participation.

National Unit Specification: support notes (cont)

UNIT Health Promotion (Higher)

Describe approaches to health promotion practice

Tanahill Model (1985) — health education, health protection and disease prevention.

- ◆ Health education: giving information; informed choice; presentations, discussion, use of media and technology
- ◆ Health protection: legal or fiscal controls aimed at enhancing positive health
- ◆ Disease prevention: Primary prevention, immunisation; Secondary prevention through education and/or treatment; Tertiary prevention reducing limitations imposed by health condition, providing mobility aids, palliative care

Medical, political, educational, marketing, community developmental and client centred approaches

- ◆ Medical: intervention to prevent or ameliorate ill health
- ◆ Political: legislation to promote health, eg Smoking, Health and Social Care (Scotland) Act 2005
- ◆ Education: knowledge to promote behaviour change and informed choice
- ◆ Marketing: health as a product and promoted as a commodity using marketing techniques
- ◆ Community development : empowerment, enabling people to take control of their lives and to address social and environmental factors
- ◆ Client centred: emphasises role of individuals in taking action on their own behalf

Explain principles of Good Practice in Health promotion

Society of Health Education and Health Promotion Specialists (SHEPS) Principles of Practice July 1997.

Key Principles of Practice are:

- 1 Adequate needs assessment.
- 2 Promotion of self esteem and autonomy.
- 3 Valuing others.
- 4 Relevance and sensitivity to client group.
- 5 Acting on social, economic and environmental determinants of health.
- 6 Empowering people to exercise informed choice and influence structures and systems.
- 7 Setting activity into its appropriate context.
- 8 Sustainability of interventions.
- 9 Reduce or eliminate inequalities in health at local, national and international levels.
- 10 Using research and undertaking evaluation and dissemination.
- 11 Provision of accurate and appropriate information.
- 12 Keeping knowledge of health promotion developments up to date.
- 13 Due regard to confidentiality and the requirements of the law.
- 14 Encourage others to develop their potential to promote health.
- 15 Using health promotion methods and processes that are health promoting.

National Unit Specification: support notes (cont)

UNIT Health Promotion (Higher)

Research and Data collection

Each of the above principles should be examined. In particular candidates will need to be familiar with data collection and research methods used to evaluate health promotion activity. This includes qualitative and quantitative data, primary and secondary research, surveys and observation, rationale for research and validity and reliability of research. In addition candidates should be aware that research in health promotion encourages 'evidence based' health promotion; the prioritisation and targeting of health promotion activity; justification of the use of resources and sharing of good practice.

Outcome 2: Investigate factors that influence the planning of a health promotion activity for a specific health issue

Health issues

Towards a Healthier Scotland (1999) identifies areas for health improvement: coronary heart disease, cancer, smoking, alcohol misuse, teenage pregnancy, dental health, diet, physical activity, cerebrovascular disease and mental health.

Health issues and campaign approaches for analysis

A list of current health promotion activities is given at the end of this Unit Specification although any current Health Promotion campaign may be used.

Health issues that can be explored for current campaigns:

Coronary Heart disease
Cancer — links to smoking
Physical activity/obesity
Food and health
Drug misuse
Teenage Pregnancy
Dental Health
Mental Health

An issue should be chosen that will enable candidates to research and analyse the reasons for the chosen campaign, eg Coronary Heart Disease Paisley campaign — why the problems were relevant to Paisley.

The chosen issue should be used for the event in Outcome 3.

National Unit Specification: support notes (cont)

UNIT Health Promotion (Higher)

Knowledge and Skills

Knowledge of health issues, government initiatives, research methodology.

Management skills: managing information; managing time; managing project work; managing change.

Skills in setting aims, objectives and targets.

Presentation skills.

Factors that influence the planning of a health promotion activity

Extent of the issue.

The aims of the activity — aim to change the individual or change society.

Resources available — people; finance; expertise; media; national and local initiatives.

Access to health provision, attitudes, discrimination, socioeconomic factors, geographical location, education, legislation.

Influences on health — family and culture, heredity, lifestyle/behaviour, socio-economic factors, gender, ethnicity and culture.

Outcome 3: Produce a plan of the implementation and evaluation of a health promotion activity aimed at health improvement in relation to the specific health issue

The aim is for candidates to produce a plan of a theoretical health promotion activity and its planned evaluation which is aimed at promoting the selected health issue. The issue investigated in Outcome 2 will form the basis for the selected theoretical activity for this Outcome. The activity can be an event, an exhibition, a media campaign, a presentation, a poster campaign, a leaflet or other activity.

Planning an activity

- ◆ Identify needs and priorities
- ◆ Set aims
- ◆ Decide how aims will be met
- ◆ Identify resources
- ◆ Identify the roles and responsibilities required in implementing the activity
- ◆ Identify how views on the success of the activity will be collected and the activity evaluated

Planning the Evaluation

This should refer to:

- ◆ the principles of good practice in health promotion
- ◆ the activity plan including aims and objectives
- ◆ the data collected on the success of the activity

Information from Outcomes 1 and 2 should be used in the supporting rationale for choices made in planning the activity.

National Unit Specification: support notes (cont)

UNIT Health Promotion (Higher)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1: Health as a concept

Teachers can introduce this Unit by asking candidates to consider their own health and the health of people they know or the health of Scotland as a nation. Group work and class discussion can be used to explore the factors that contribute to health and changes in health.

Teachers can introduce health as a holistic concept and examine the role of medicine and social factors in determining health. Definitions of health and health promotion should be introduced and analysed to gain an understanding of the key elements in health and health promotion.

As the principles of health promotion are introduced candidates could be helped to make up a simple questionnaire to find out about health issues in their class, school, college and community. Some time needs to be spent considering the methods and importance of research and data collection as these are crucial to effective health promotion. The research process can be introduced here and taught around this activity. Candidates can be encouraged to find out what the issues are and how their own or other research can help in identifying, prioritising and using resources in health promotion.

Candidates could work individually or in groups to investigate approaches to health promotion. The aim of each approach and activity associated with each approach should be understood. For example the medical approach aims to reduce or eliminate disease and disability. This is achieved through medical interventions, eg screening and immunisation programmes. Advantages and disadvantages of different approaches may be considered. Each of the principles of good practice should be examined and discussed in detail. Candidates should be encouraged to explore how these are evident in the different approaches. Candidates will look at the principles of health promotion and consider how they would apply them to an event or campaign.

Outcome 2: Investigate factors that influence the planning of a health promotion activity for a specific health issue

The areas for health improvement identified in ‘Towards a Healthier Scotland (1999)’ can form the basis for a library and internet search for information on a health issue. Candidates could develop their initial research from Outcome 1 to find out more about health issues. They can be encouraged to reflect on the knowledge and skills that they are using and how this applies to planning health promotion activity. The results of the investigations may be shared using presentation skills. Following these presentations a discussion on the factors that would influence the planning of health promotion events to tackle specific health issues could be facilitated. The importance of understanding the aims of any health promotion activity should be considered. Candidates could be set the task of developing a health promotion proposal aimed at a specific health issue. They could work in groups to develop a health promotion programme aimed at a specific health issue and using a variety of resources and approaches.

A visiting speaker from the Health Promotion Unit may be invited to explain the initiatives that have been planned locally and nationally for various health issues.

National Unit Specification: support notes (cont)

UNIT Health Promotion (Higher)

Outcome 3

Candidates will look at a selected hypothetical event and consider the factors that are covered by the planning and evaluation of this hypothetical event. Candidates can work in groups or individually to discuss how they will plan and evaluate the activity or event. They should consider the principles of effective health promotion including data collection. For example this selected event or activity could be an exhibition, a presentation or a media campaign.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements provide specific requirements for Unit assessment. They set out clearly what must be addressed by candidates and what evidence assessors should look for.

Outcome 1

Written and/or oral evidence is required for Outcome 1 and the related Performance Criteria. The evidence for this Outcome must be obtained under controlled supervised conditions. The assessment must be closed-book and last no more than 30 minutes.

Outcomes 2 and 3

From their investigation, candidates must produce written and/or oral evidence which demonstrates that the candidate has achieved these Outcomes to the standard specified in the Outcomes and Performance Criteria. The evidence will be produced in open-book conditions.

Appropriate evidence would be a written and/or oral report detailing research, knowledge and skills to run an event, the factors that influence planning, the actual planning of the theoretical implementation and how to evaluate the health promotion activity. The activity will be based on the issue selected for research in Outcome 2.

The report will generate evidence which covers:

- ◆ the identified health issue and its campaign approach
- ◆ the knowledge and skills needed to run the campaign
- ◆ the factors that influence planning of health promotion in relation to the selected health issue.
- ◆ the planning of the event including the research used
- ◆ the resources required
- ◆ aims and objectives of the planned activity
- ◆ the rationale for the activity in the context of the health promotion issue
- ◆ how the data/information would be produced during or after the activity
- ◆ the planned evaluation of the event which includes reference to the principles of good practice.

Teachers and Lecturers must ensure that the evidence is the candidate's own work.

National Unit Specification: support notes (cont)

UNIT Health Promotion (Higher)

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Throughout this Unit, in learning, teaching and assessment, candidates are required to describe and to explain concepts and principles at various stages. This provides opportunities to develop aspects of the Core Skill of Communication.

In Outcomes 2 and 3, candidates are required to carry out some investigative work on a specific issue. This can be oral, text, video or internet based. All materials gathered through this investigation are required to be analysed and then used to develop a plan and to describe how a planned event would proceed. These activities offer opportunities to develop aspects of the Core Skill of Problem Solving.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

Further Information on Current Health Promotion Campaigns

The following information is given simply as a guide and lists health promotion campaigns currently running. There is no need for candidates to use these examples and other campaigns more relevant and current to the candidate's own situation and geographical location should be substituted.

Coronary Heart disease — 'Have a Heart' Paisley campaign

Cancer — links to smoking — screening programmes

Tobacco — A breath of fresh air for Scotland; smoking cessation classes; nicotine replacement therapy

Physical activity — 'Let's make Scotland More Active' strategy

Food and health — Healthy Living campaign; five a day; school meals improvement;

Drug misuse — Know the Score

Teenage Pregnancy — Healthy Respect Campaign

Dental Health — Starting Well

Mental Health — National Programme for improving mental health and well being