The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

Health Promotion

Level 6   N32965

www.fetac.ie
1 Module Title Health Promotion

2 Module Code N32965

3 Level 6

4 Credit Value 1 credit

5 Purpose This module is a statement of the standards to be achieved to gain a FETAC credit in Health Promotion at Level 6.

6 Preferred Entry Level FETAC level 5 or equivalent qualifications and/or relevant life and work experiences.

7 Special Requirements None.

8 General Aims

Learners who successfully complete this module will:

8.1 develop a comprehensive understanding of how to raise community awareness of health related issues
8.2 know how to establish community health programs
8.3 appreciate the need to empower others to take responsibility for their own health
8.4 comprehensive understanding of holistic approach to health
8.5 appreciate the role of education in compliance
Units
The specific learning outcomes are grouped into 4 units.

Unit 1  Guide to healthy living
Unit 2 Plan a health promotion programme
Unit 3 Set-up a health promotion programme
Unit 4 Evaluate a health promotion programme

Specific Learning Outcomes

Unit 1  Guide to healthy living
Learners should be able to:

10.1.1 understand how food is converted into energy
10.1.2 be familiar with the factors that can affect the energy requirements of an individual: weights, height and exercise level
10.1.3 be familiar with current diet guidelines
10.1.4 understand the link between exercise and well-being
10.1.5 have a basic knowledge of substance and drug abuse
10.1.6 be informed about the common illnesses in the population: Emphysema, COPD, Asthma, Diabetes, Heart disease etc
10.1.7 appreciate the importance of being a positive role model in promoting a healthy lifestyle in others
10.1.8 evaluate their own lifestyle choices
10.1.9 appreciate the need for a holistic (mind/body/spirit) approach to wellbeing

Unit 2  Plan a health promotion programme
Learners should be able to:

10.2.1 identify health issues in the local community
10.2.2 identify key agencies at local and nation level e.g. medical, social, education, religious and sporting
10.2.3 set health promotion targets to promote a healthier lifestyle
10.2.4 develop a health promotion event relevant to the local community
10.2.5 identify ways to facilitate change through creative means
10.2.6 understand how best to motivates people
10.2.7 know how to empower the individual in the local community i.e. education, access to resources etc.
10.2.8 identify local resources i.e. funding, key personnel, facilities etc.
10.2.9 identify tasks required for successful implementation of planned event e.g. design information sheet, booking event, quest speaker

Unit 3 
**Set-up a health promotion programme**

*Learners should be able to:*

10.3.1 organize a healthy living event e.g. relevant seminar, food demonstration, hike, walk, exercise/dance/yoga class
10.3.2 use creative means to promoting healthy living
10.3.3 be able to motive people; staff, clients,
10.3.4 adhere to budget guidelines
10.3.5 delegate responsibilities to team members as appropriate
10.3.6 supervise team members as required

Unit 4 
**Evaluate a health promotion programme**

*Learners should be able to:*

10.4.1 review of set targets
10.4.2 identify key issues
10.4.3 identify possible solutions
10.4.4 make recommendation for implementation on future events
11 Portfolio of Assessment
Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

Summary

<table>
<thead>
<tr>
<th>Learners Journal</th>
<th>30%</th>
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<tbody>
<tr>
<td>Skills Demonstration</td>
<td>30%</td>
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<tr>
<td>Project</td>
<td>40%</td>
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</tbody>
</table>

11.1 Learner Journal
This should include a record of the candidate’s learning and development on the course, in relation to their health promotion practice:
- Reflection on their progress
- Identification of key learning
- Application of learning to the work
- Critical reflection, analysis and evaluation of own participation and experiences
- What supported and hindered learning

11.2 Assignment
The internal assessor will devise an assignment brief that requires candidates to demonstrate understanding of a lifestyle illness and suggestions on how it might be addressed.

11.3 Project
The internal assessor will devise a project brief that requires candidates to demonstrate:
- A planned action in their community that is related to their work practice
- A detailed work plan, implementation phase, evidence of ongoing evaluation of work and documentation of experience

12 Grading

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>Pass</td>
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<tr>
<td>Merit</td>
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<tr>
<td>Distinction</td>
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<tr>
<td>Assessment Criteria</td>
<td>Maximum Mark</td>
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<tr>
<td>Learner journal</td>
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<tr>
<td>• Clear record of course learning and development in relation to health promotion</td>
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<tr>
<td>• Demonstrate application of learning to work practice</td>
<td>10%</td>
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<tr>
<td>• Demonstrate insight, critical analysis and evaluation of own development and learning</td>
<td>10%</td>
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<tr>
<td>TOTAL MARKS</td>
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*This mark should be transferred to the Module Results Summary Sheet*
## Individual Candidate Marking Sheet [no.]

### Health Promotion

**N32965**

**Assignment 30%**

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**Candidate Name:** ____________________________  **PPSN:** ________________________

**Centre:** ___________________________________________  **Centre No.:** _________

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<table>
<thead>
<tr>
<th>Assessment Criteria</th>
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<tr>
<td><strong>Assignment</strong></td>
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<tr>
<td>• Careful use of appropriate primary research</td>
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<tr>
<td>• Comprehensive description of topic under review</td>
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<tr>
<td>• Clear recommendations in conclusion</td>
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<tr>
<td>• Bibliography</td>
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**TOTAL MARKS**

*This mark should be transferred to the Module Results Summary Sheet*

<table>
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<tr>
<td><strong>Internal Assessor’s Signature:</strong></td>
<td>____________________________  <strong>Date:</strong> _________</td>
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<td><strong>External Authenticator’s Signature:</strong></td>
<td>____________________________  <strong>Date:</strong> _________</td>
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<tr>
<td>Assessment Criteria</td>
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<tr>
<td><strong>Project</strong></td>
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<tr>
<td>Detailed plan to include</td>
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<td>• Overall aim</td>
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<tr>
<td>• Short and long term objective</td>
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<tr>
<td>• Detailed programme of work</td>
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<td>• Identify the skills, supports and resources needed to carry out the work plan</td>
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<tr>
<td><strong>Document</strong></td>
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<tr>
<td>• Implementation of planned actions</td>
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<td>• Evidence of theoretical concepts</td>
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<tr>
<td>• Evidence of ongoing reflection and evaluation</td>
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<td>• Identify recommendations for future development</td>
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**TOTAL MARKS**

*This mark should be transferred to the Module Results Summary Sheet*

40%

*Internal Assessor’s Signature: ______________________________ Date: ____________*

*External Authenticator’s Signature: __________________________ Date: ____________*
FETAC Module Results Summary Sheet

Module Title: Health Promotion  
Module Code: N32965

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1 (30%)</th>
<th>Mark Sheet 2 (30%)</th>
<th>Mark Sheet 3 (40%)</th>
<th>Total 100%</th>
<th>Grade*</th>
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Signed: ________________________________________________________  Date: ________________

Internal Assessor: __________________________  Date: ________________

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

Grade*

D: 80 - 100%
M: 65 - 79%
P: 50 - 64%
U: 0 - 49%
W: candidates entered who did not present for assessment
Glossary of Assessment Techniques

Assignment  
*An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work  
*A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.*

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment e.g. artwork, engineering work etc.

Examination  
*A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.*

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record  
*A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.*

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book. The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.
**Project**

*A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – e.g. design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: *(some of these – about 2-4)*

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

**Skills Demonstration**

*Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.
FETAC Assessment Principles

1. Assessment is regarded as an integral part of the learning process.

2. All FETAC assessment is criterion referenced. Each assessment technique has assessment criteria which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3. The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4. Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5. The reliability of assessment techniques is facilitated by providing support for assessors.

6. Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7. To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8. Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9. Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.