

Moderators' Report/
Principal Moderator Feedback

January 2013

GCE Health & Social Care (6939)
Unit 2 - Communication & Values

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General Comments

This series saw a small submission of portfolios for moderation for this unit and this report is based on a representative sample of the work moderated, with most centres presenting generally accurate assessment. The majority of learners based their reports on primary evidence as they had the opportunity to visit care settings through work placements and this was then supported by secondary evidence, the theoretical side of communication.

It was pleasing to see that the majority of centres are now guiding learners to undertake two interactions however; there are still a few that are doing 4 or more interactions which makes the reports very descriptive and there is little or no analysis and evaluation. Centres which limited their interactions to Early Years settings were generally quite weak. Those which expanded to also include residents in a care home fared much better.

A decline in the annotation of scripts was noted, with fewer assessors taking up the recommended practice of placing the Assessment Objective and mark band obtained by the evidence in the portfolio. Common practice was just to tick the report, not necessarily by the evidence, which is unhelpful. The minimum requirement is to include page references for the evidence on the front record sheet.

Learners began their report with the established practice of an introduction, however many of these were unduly lengthy. A short introduction is a good way to begin, but centres are reminded that unless material addresses assessment criteria it attracts no credit and the learners' time would be better spent on research, reflection or the main body of the report.

Assessment Objective 1

The majority of learners are including in this assessment objective a discussion of the theory of communication with SOLER, Tuckman, communication cycles and Egan featuring the most and applied this quite well to their interactions. Verbal communication continues to be sparsely explained overall. Transmission of values was covered quite well. As in previous series some learners focussed too much on the activity and not enough on their own communication skills. The more able learners could explain and compare communication and the transmission of values in a variety of settings and/or with different client groups. However there is little awareness by Centres of the implications of QWC in this criterion. It is rarely acknowledged and even when it was this was not reflected in the marks awarded by the assessor.

Assessment Objective 2

The Care Value Base was discussed quite well, however there was a lack of explicit examples of the transmission of values and rights, with application being poor. Many learners still confused by the term work related context. This is due to poor guidance by tutors in the discussions prior to the interactions taking place. Once again, a discussion of how this might apply in different contexts was missing from the majority of portfolios seen.

Assessment Objective 3

This section tends to be completed in some detail in relation to barriers, with some good examples seen of work related contexts and barriers, but very few related this to other similar contexts. A number of learners used appropriate sources of information and it was pleasing to see an increase in the number of learners who successfully integrated theory into their work. Learners are beginning to apply textbook based knowledge to the work place setting, and therefore an increase in analysis was seen. The evidence of research is very often implied by learners achieving marks in the E and D grades. Quite substantial bibliographies are included within the appendix; however, there is little evidence of any planning of the research having taken place. There was a heavy reliance on course textbooks – and web sites – many of these were not checked for validity and reliability.

Assessment Objective 4

The work seen in this section appears to be getting better, with more learners focussing upon strengths and weaknesses of their own interactions and drawing some reasoned conclusions. However, some learners continue to try and evaluate the activities they undertake, with most providing a summary of their interaction/s. There was little evidence seen of an evaluation of the transmission of values.

Assessment of this AO was, for the main part accurate.

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