

Examiners' Report/ Principal Moderator Feedback January 2011

GCE

GCE Health & Social Care - Unit 3 (6940)

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6940/01: Positive Care Environments

General comments

This report is based on a small number of entries for this series. On the whole, administration was generally good this series although moderators continue to see the incorrect addition of marks and incorrect completion of OPTEMs by centres. These errors may affect the overall grade learners receive and therefore centres are advised to check carefully before submitting work.

Assessment Objective 1

Assessment Objective 1 requires learners to consider the rights of the individual when accessing care and how the Care Value Base could support those rights. Learners were able to focus more clearly on the rights of the individual and the majority had also discussed the Care Value Base. However, application of knowledge is not well demonstrated in a large number of portfolios with learners unable to show understanding of how the Care Value Base supports the rights of the individual dealing with both topics in isolation. There were still a large number of learners who refer to legislation in this section and in particular the Human Rights Act 1998. Again, limited understanding and ability to apply knowledge was demonstrated with learners continuing to discuss the right to prohibition from slavery when discussing Early Years provision, not that this would be applicable to any service user group. The Quality of Written Communication appeared to have been assessed accurately in the majority of portfolios sampled.

Assessment Objective 2

Assessment Objective 2 requires learners to identify, explain and discuss a range of barriers to accessing care services and the possible effects those barriers may have on the creation of a positive care environment. It was pleasing to see that this had been assessed more accurately this series and learners were able to describe in more detail the possible effects of the barriers on service users; barriers were more clearly linked to the specific service users under discussion. Once again, there was limited reference to the effect on the creation of a positive care environment seen.

Assessment Objective 3

Assessment Objective 3 requires the learners to demonstrate research and analytical skills evidenced through discussion of how the development and implementation of policies and practice within care settings can help promote a positive care environment. As in previous series, marks were lost mainly in the learners' ability to analyse how Service Providers implement and develop those policies with development of policies not being addressed at all. There was very little evidence seen on how the policies help to create a positive care environment. Learners tend to discuss a very wide range of policies and procedures. Centres would be advised to encourage learners to focus in on three policies and/or procedures and consider these in detail rather than describing several very superficially. Sources of information used tended to be limited, referencing was poor and few learners included comprehensive bibliographies demonstrating weak research skills.

Assessment Objective 4

Assessment Objective 4 requires learners to demonstrate evaluative skills by considering how well current legislation safeguards and promotes the rights of service users. It was pleasing to see that some learners had discussed the new Equality Act 2010 rather than the now out-dated discrimination legislation. Demonstration of evaluation skills continues to present problems for learners with a large percentage providing no evidence of an ability to evaluate. Despite this, the average mark awarded for this assessment objective was towards the top end of mark band 2 demonstrating a misunderstanding of the requirements on the part of the assessors. Learners should be encouraged to consider the strengths and weaknesses of the legislation under discussion in terms of how it supports and promotes the rights of the service user and then draw valid conclusions. Few learners were able to describe the responsibilities the service provider has under the legislation. A small, but significant number of learners discussed legislation that was not relevant to the care environment under discussion. Again, as in AO3, it would be far better for learners to focus on one or two pieces of legislation and discuss these in detail rather than giving a cursory glance to a long list. Redress was covered well by some learners but there remains a significant number who discussed methods of redress which are not relevant to this task such as Industrial Tribunals and the role of Trade Unions. Learners must focus on methods of redress available to service users not employees.

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