

Moderators' Report/ Principal Moderator Feedback

June 2011

GCE Health & Social Care (6940)
Unit 3 – Positive Care Environments

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General Comments

On the whole, administration was generally good this series although it is disappointing to note that moderators continue to see the incorrect addition of marks and incorrect completion of OPTEMs by centres. As has been mentioned in previous series, these errors may affect the overall grade learners receive and therefore centres are advised to check carefully before submitting work to the Board.

Assessment Objective 1

This requires learners to consider the rights of the individual when accessing care and how the Care Value Base could support those rights. Although learners were able to focus more clearly on the rights of the individual and also discuss the Care Value Base, many learners still do not appear to understand that the Care Value Base is a support mechanism implemented to support the rights of the individual. Learners continue to focus on legislation for this Assessment objective despite several previous reports highlighting that this is not required at this point. The Human Rights Act 1998 continues to appear regularly and sadly learners are still discussing topics such as the right to prohibition from slavery despite the fact that their chosen service provider is Early Years. This demonstrates a lack of understanding and ability to apply relevant knowledge. Centres need to draw learners' attention to the requirement to pick out relevant information when collating their portfolios.

The Quality of Written Communication appeared to have been assessed accurately in the majority of portfolios sampled.

Assessment Objective 2

This 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 although in portfolios accessing the higher mark bands this had been discussed quite well with reference to methods to overcome the barriers suggested. Centres should note that it is important that where methods to overcome barriers are discussed, the information is applied to the creation of a positive care environment.

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 are still discussing 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. Using the Health and Safety policy as an example, implementation might be described by considering individual members of staff within the organisation and their role as far as Health & Safety is concerned; so which members of staff are fire wardens and how often the staff have to practice their roles through fire drills, for example. Development of the policy could be considered through the description of how often the policy is reviewed or through an analysis of the results of fire drills which may result in more frequent testing. Similar analysis should be made of other policies and procedures within the setting. As in previous series, the sources of information used tended to be limited, referencing was poor and few learners included comprehensive bibliographies demonstrating weak research skills.

Assessment Objective 4

Learners are asked 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. However, demonstration of evaluation skills continues to present problems for learners with a large percentage providing no evidence of an ability to evaluate. Despite this, as in previous series the average mark awarded for this assessment objective remains 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. 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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