

Moderators' Report/ Principal Moderator Feedback

January 2012

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2012

Publications Code UA030114

All the material in this publication is copyright

© Pearson Education Ltd 2012

General comments

This report is based on a small number of entries for this series.

Generally, administration was good with few errors. The majority of centres had submitted the correct sample before the deadline date.

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 still 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 remain a large number of learners who refer to legislation for this assessment objective despite the fact that this is not required. Learners need to understand that the Care Value Base is not legislation but a professional code of ethics which has been accepted as a standard within the care sector. Learners might want to consider that the CVB provides a framework for carers to work with in ensuring that the rights of services users are upheld so, for example, they could state that one of the principles of the CVB is to Promote Confidentiality by ensuring that carers are aware of the requirement not to discuss individual service users' details inappropriately. This supports the right of the service user to have their details kept confidential but at the same time the term 'inappropriately' enables carers to know that in certain circumstances that right may have to be waived and confidentiality may have to be broken, concerns re Child Abuse, for example. This sort of detail should be applied to each of the elements of the CVB.

There was limited evidence of centres assessing the Quality of Written Communication although it was pleasing to note that on the whole the quality was of a good standard. Centres should provide annotation of good (or poor) QWC and allow for this in the marks awarded for this assessment objective

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. Learners tended to discuss a limited range of barriers and their possible effects. The assessment criterion requires learners to discuss both actual and potential barriers to show an understanding of all barriers to access, not just those relevant to the service user under discussion. There remain a small but significant number of learners who consider barriers to access for staff, particularly when discussing organisational barriers. Learners must focus on barriers affecting service users. Once again, there was limited reference to the effect of barriers 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. This assessment objective should be differentiated from AO4 by considering internal policies rather than external legislation. 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. As in previous series 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. There must be evidence demonstrating how implementation and development of the policies help to create a positive care environment. Sources of information used are still limited. Referencing is poor and few learners included comprehensive bibliographies demonstrating weak research skills.

Assessment Objective 4

Assessment Objective 4 requires the learners to demonstrate evaluative skills by considering how well current legislation safeguards and promotes the rights of service users. There are several elements to this assessment objective which learners must address and yet in the vast majority of cases these had been omitted. Learners should consider the organisation's responsibility under the relevant legislation, i.e. what the legislation requires the organisation to do to remain compliant. Learners must then evaluate the legislation in terms of how effective it is in promoting the rights of the service user. This requires the learner to consider the strengths and weaknesses of the legislation and draw valid conclusions in terms of effectiveness. Demonstration of these evaluation skills continues to present problems for learners with a large percentage providing no evidence of an ability to evaluate. 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 a large percentage is still using examples of redress open to employees. Given that to access mark band 3 learners must provide three examples of redress, where one method is not relevant because it is available to employees not service users, it limits the learner to mark band 2.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UA030114 January 2012

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

