

Moderators' Report/
Principal Moderator Feedback

January 2013

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

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General Comments

This report is based on a small number of entries for this series. Generally, administration was good with few errors. All centres had submitted the correct sample before the deadline date.

Assessment Objective 1

Learners are required 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. Application of knowledge was reasonably well demonstrated in a large number of portfolios with learners able to show understanding of how the Care Value Base supports the rights of the individual. This was much improved on previous series. Although there was still evidence of learners discussing legislation for this assessment objective this was seen in far fewer portfolios and learners seemed to be more able to distinguish between internal and external methods of supporting the rights of the individual.

As in previous series, 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

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. The range of barriers discussed this series was comprehensive for the most part with the majority of learners discussing both actual and potential barriers access. 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. There was some reference to the effect of barriers on the creation of a positive care environment seen this series which is an improvement on previous series.

Assessment Objective 3

Requires 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. Most learners chose three or four relevant policies and/or procedures to discuss but evidence of implementation and development remains weak. A wider range of sources of information were used this series which is to be commended and it was pleasing to see more comprehensive bibliographies.

Assessment Objective 4

Requires 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 but, as in previous series evidence across the majority of portfolios samples was weak. 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.

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