

Moderators' Report/
Principal Moderator Feedback

Summer 2013

GCE Health and 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 reports, these errors may affect the overall grades students receive and therefore centres are advised to check carefully before submitting work to the Board.

Assessment Objective 1

Assessment Objective 1 requires students to consider the rights of the individual when accessing care and how the Care Value Base could support those rights. Students should focus on basic rights such as the right to freedom of choice and the right to information about their own health, the right to education and even the right to play. These should then be linked to aspects of the Care Value Base implemented by service providers and carers that would help support those rights, so the Care Values of Acknowledging Individual Beliefs and Promoting Effective Communication should be discussed.

As mentioned in previous reports, students continue to provide a great deal of evidence in this section about legislation, and in particular the Human Rights Act 1998 and the Data Protection Act 1998. Centres must realise that this assessment criterion does not require a discussion about legislation. Students continue to refer to articles which are not wholly relevant to the service user group or service provider under discussion, articles 3 and 4 part 1, for example. A much more relevant article would be article 2 part 2, the right to Education, and if trying to link to the Care Value Base, article 8, part 1, The Right to Respect for Private and Family Life and Article 9 Part 1, The Right to Freedom of Thought, Conscience and Religion⁷. There remains a significant number of students who do not appear to understand that the Care Value Base is a support mechanism implemented to support the rights of the individual. As discussed in previous reports, reference to the legislation in Assessment Objective 1 demonstrates a lack of understanding of the requirements of the assessment criterion and a limited ability to apply relevant knowledge. Centres need to draw students' 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

Assessment Objective 2 requires students 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. Barriers were more clearly linked to the specific service users under discussion. However, a discussion of the possible effects of the barriers on the service users was once again, weak in much of the work seen. 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

Assessment Objective 3 requires the students to demonstrate research and analytical skills evidenced through discussion of how the development and implementation of internal policies and practice within care settings can help promote a positive care environment. As in previous series, marks were lost mainly in the students' ability, or lack of it, to analyse how Service Providers implement and develop those policies with development of policies not being addressed at all in a large number of cases. An example might be the Health and Safety Policy. Implementation could be discussed through ensuring that relevant training takes place that any computers are assessed under the Display Screen regulations and so on. Development could be discussed in terms of the need for a minimum annual review and so on. Once again, there was very little evidence seen on how the policies help to create a positive care environment. Students continue to discuss a very wide range of policies and procedures. Centres are advised that encouraging students to focus on two or three policies as a maximum would enable them to develop their discussions to demonstrate a more comprehensive understanding of the importance in creating a positive care environment. As in previous series, the sources of information used tended to be limited, referencing was poor and few students included comprehensive bibliographies demonstrating weak research skills.

Assessment Objective 4

Assessment Objective 4 requires the students 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 students had discussed the new Equality Act 2010 rather than the now out-dated discrimination legislation. Unfortunately, many students appear confused as to what is required by this assessment objective with some aspects being missed by most students. There are three elements to the assessment objective: students are expected to choose no more than three relevant pieces of legislation and discuss the service provider's responsibilities under that legislation, in other words, they should consider what the legislation requires the service provider to do. As an example, one requirement of the Data Protection Act is that all data must be kept secure. Students are also required to evaluate the effectiveness of legislation promoting the rights of service users. Demonstration of evaluation skills continues to present problems for students with a large percentage providing no evidence of an ability to evaluate. Despite these omissions, 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.

Students 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. Evaluation of the Data Protection Act might include a discussion on the benefits for the individual in knowing that their personal information will not be shared with any unauthorised individual. However a weakness is that there is general confusion over which data may legally be shared with leading to poor communication between agencies. The third requirement of the assessment objective, the consideration of methods of redress available to service users, was covered well by some students 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. Students must focus on methods of redress available to service users not employees.

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