

Examiners' Report/  
Principal Examiner Feedback

Summer 2013

GCE Health and Social Care (6944)  
Unit 7 Meeting Individual Needs

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## **Grade Boundaries**

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## **General Comments**

This paper has not changed in content or format since its inception. It consists of three 30 mark questions which have been tiered. The questions accurately reflect the content of the unit specification and although it is impossible to cover the entire specification within in one series, over the lifetime of the qualification all aspects of the unit specification will have been covered.

The questions asked are formatted around a case study from which students are assessed on their knowledge and understanding. In some instances students will be asked to recall facts, definitions etc, alternatively students may also be apply their knowledge to parts of the case study or will be asked to discuss, analyse or evaluate key concepts or theories. In this paper the questions were based around a ward manager in a lage NHS hospital, so the questions are designed to be as contemporary as possible and reflect current practice and issues within health and socialc are.

This is also the synoptic unit for the GCE Health and Social Care qualification consequently students are expected to be able to transfer knowledge from other units within the qualification.

Student performance in the June 2013 paper has been comparable to other series and the paper has discriminated well between students. There are no obvious gaps in student knowledge however in some areas it is weak, limited and quite superficial. Where they struggle on aspects of the specification they tend to make up in other areas.

## **Strengths**

- General knowledge of the unit specification and in particular terms and concepts is strong e.g. confidentiality.
- Centres have been using past papers to good effect to prepare students for the exam.
- Quality of written communication is good, there have been less grammatical errors.
- Students have a better understanding of the action verb and the start of each question and are then able to provide a more relevant and accurate response.
- Student technique in providing tailored answers has improved.

## **Areas for improvements**

- Theoretical aspects of the unit specification remains poor. Student understanding of the government role in reforming the NHS or their functions apart from providing services is poor. This reflects an indepth understanding of the unit.
- Students continue to struggle to provide clear, well structured extended answers. In general responses tend to be repetitive and superficial with one or two relevant points which they fail to develop succinctly.
- As with other series students seem to 'run out of ideas' by the third question. Centres need to reinforce to students the importance of pacing themselves across all questions.
- Some students still have a tendency to write all they know as opposed to tailoring their answer relevantly and appropriately.

### **Question 1**

Question 1 commenced with a case study about a ward manager in a large NHS hospital. All questions pertaining to this question were based around quality assurance aspects of the unit specification which students in general find difficult. Student performance on questions 1a, 1b and 1c was generally good. These questions asked students to define what was meant by a statutory organisation, explain the benefits of feedback and to explain the importance of having a complaints policy. In general students could provide accurate definitions and explanations. Student application was sound and comprehensive. Question 1d asked students to discuss why quality assurance was important. Responses to this question varied as did they to question 1e which asked students to evaluate how a restricted budget could affect provision. Students in both questions tended to state the obvious and responses were limited to one or two points. Consequently student responses tended to be mark band 2 and ranged from 5-7 marks. In question 1e there was a general lack of balance in the response.

### **Question 2**

Question 2 commenced with a case study about an elderly lady who had a hip replacement and was convalescing in a nursing home. Although questions 2a and 2b should have been straightforward to students many failed to capitalise on marks through not explaining the importance of either confidentiality or having a named nurse. Instead students gave definitions or explanation of their purpose or role. Question 2c was a synoptic question which many students performed well on by giving good solid answers. Question 2d asked students to discuss the importance of effective communication in providing good clinical care. Responses varied and in general were disappointing. Students failed to link it to the importance of multi-disciplinary practice, case conferences, seamless service etc. In contrast students performed much better on question 2e which focused on the role of the private sector, this would have been a more familiar question for many students as it has been asked in past papers.

### **Question 3**

Performance on Question 3 on the whole was very poor. Student knowledge on question 3a was very poor. Very few students could state fund, legislate, regulate etc. In addition very few had a comprehensive understanding of why it was important for the Government to continually reform the NHS so consequently responses were limited to demographic changes and providing an up to date service. Similarly responses to question 3c which asked students to explain the benefits of the mixed economy was limited to very basic points about tailoring care specifically to the needs of the client. Responses to the importance of empowerment in question 3d was much better and application of knowledge was generally good. Finally question 3e which asked students to assess the importance of retaining the core values and principles of the NHS which is both politically and contemporary relevant was poorly responded to. Very few students could provide a clear, relevant answer with some students misreading the 'core values' with 'care values' and thus providing a totally irrelevant response.

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