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Examiners' Report

Principal Examiner Feedback

Summer 2017

Pearson Edexcel GCE
Health and Social Care (6940/01)
Unit 3: Positive Care Environments

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This report is based on a very limited number of submissions as the qualification has now come to an end. It is a shame that the same issues that have been reported in almost all the previous series continue to be seen in the submissions for the final year.

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 should focus on basic rights such as the right to freedom of choice and the right to information about their own health 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 2016, a significant number of learners do not appear to understand that the Care Value Base is a support mechanism implemented to support the rights of the individual. There was less focus on legislation for this assessment criterion but there remain a number of centres who feel that legislation is relevant despite the fact that this AO focusses on the Care Value Base and the rights of the individual. There is no requirement to mention legislation at this juncture. Reference to the legislation in AO1 demonstrates a lack of understanding of the requirements of the assessment criterion and a limited ability to apply relevant knowledge.

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

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. 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.

Assessment Objective 3 requires the learners 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 because learners were unable 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 continue to discuss a very wide range of policies and procedures. Learners would have been well advised to adopt a more focussed consideration of no more than three or four policies and/or procedures and consider these in detail rather than describing several very superficially. There were a significant number of learners who focussed on the Care Value Base which was not required at this point. 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 requires the learners to demonstrate evaluative skills by considering how well current legislation safeguards and promotes the rights of service users. It was disappointing to see that seven years after its implementation learners still have not grasped the fact that The Equality Act 2010 replaced the individual discrimination legislation such as the Sex Discrimination Act, the Disability Discrimination Act and the Race Discrimination Act. Many centres still appear confused as to what is required by this assessment objective with some aspects being missed by most learners. There are three elements to the assessment objective: learners 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. Learners are also required to evaluate the effectiveness of legislation promoting the rights of service users. Demonstration of evaluation skills continues to present problems for learners 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. The third requirement of the assessment objective, the consideration of methods of redress available to service users, was covered well by some learners but a small number 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.