

Moderators' Report/
Principal Moderator Feedback

Summer 2014

Pearson Edexcel GCE in Health and
Social Care (6940)

Unit 3 Positive Care Environments

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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 year on year, these errors may affect the overall grade learners receive and therefore centres are advised to check carefully before submitting work to the Board

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, 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.

It is disappointing to see that a significant number of learners 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. Learners 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 Religion. There remains a significant number of learners 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 AO1 demonstrates a lack of understanding of the requirements of the assessment criterion and a limited ability to apply relevant knowledge. Centres need to draw learners' 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 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. 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 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. A significant number of learners are referring to the Care Value Base and legislation in this section. Centres should note that this is not required. Learners should focus on internal policies and procedures. Where learners had chosen relevant policies and procedures marks were lost mainly in the learners' 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 of the policy. Most policies are governed by legislation and this might be where learners are getting confused. However, the key is that learners consider internal methods of creating a positive care environment.

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 pleasing to see that some learners had discussed the new Equality Act 2010 rather than the now out-dated discrimination legislation although there is still a significant level of reference to the old discrimination legislation. It is accepted that the Equality Act 2010 is not relevant for centres based in Northern Ireland.

Unfortunately, many learners 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. As an example, one requirement of the Data Protection Act is that all data must be kept secure. 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. Learners 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 who 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 learners 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. Learners must focus on methods of redress available to service users not employees.

