

Moderators' Report

January 2012

Principal Learning
Public Services Level 1

Internally assessed units

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Introduction

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This was the second series for moderation for these units. There were no entries for units PS103, PS104 and PS106 and only very small entries for the other two units.

As there were so few learners entered in the January 2012 series, it is difficult to provide too many comments. However, in general the learner work submitted was of a good standard for Level 1 Principal Learning Public Services. Individual unit reports are included later in this document. Centres will need to use this report as well as their individual centre feedback from the moderation, which is available on Edexcel Online, to inform future delivery and assessment.

Centres are also reminded that training is available from Edexcel to support the delivery of this qualification. Details are available at <http://www.edexcel.com/resources/training>

Assignments

Where centres decide not to use the Edexcel assignments (which can be found in the Tutor Support Materials) it is important to ensure that:

- each internally assessed unit is assessed through a single coherent assignment which addresses the overall theme of the unit and emphasises the different learning outcomes all relate to each other. However, each assignment may be broken down into a series of related tasks
- the marking grids from the specification are used to create assignments and assess learners.
- another person, who understands the requirements of the specification, checks that:
 - each new assignment is appropriate for the line of learning and the level
 - it will allow candidates full access to the marking criteria
 - it conforms to the requirements published in the 'How you will be Assessed' section of the relevant unit specification.

Internal Moderation

Centres are reminded that before learner work is submitted for external moderation, internal centre standardisation and moderation must be carried out. It is important that centres ensure this process is robust and that the assignments set and assessor decisions are checked against the specification. Where any issues are identified remedial action must be completed before the work is submitted for external moderation.

Paperwork and records

Course tutors and internal assessors must ensure the work presented is authenticated by the learner and that the learner has acknowledged the sources used in their work (both internet and other sources).

For future series centres are reminded to ensure learners tick the box allowing their work to be used for training purposes. This will ensure a range of examples of learner work are available for training and supporting centres for the future.

Centres must also ensure that Diploma Learner Observation Records (DLORs) are completed for all mark grid B learning outcomes and that these records are sufficiently detailed to support the assessor decision. These DLORs must be submitted with the rest of the learner work for moderation.

All completed tasks for an individual candidate must be included with the sample for moderation. In some no evidence had been included in the sample for specific Learning Outcomes or Assessment Criteria.

All work submitted for moderation should be annotated by the assessor to show where and how marks have been awarded against each Learning Outcome and Assessment Criteria.

Centres are reminded that they must submit the sample requested by Edexcel. This is indicated on the list of candidates when centres submit their marks. Where the highest and lowest scoring candidates are not requested as part of the sample, these should be sent to the moderator in addition to the requested sample. If a requested candidate is absent or is withdrawn a comparable candidate should be sent for moderation.

Group Work

Where learners have completed tasks in groups, tasks must be written to allow each group member to fully meet the requirements of the assessment criteria. Each learner must be assessed on their individual contribution to the achievements of the group. Where several individuals contribute to a single piece of work, individual contributions must be clearly shown on the work to enable external moderation to take place. This can be indicated by learners or through the course tutor's annotations.

Tutor assistance and feedback

Centres are reminded that the assessment of these units should be carried out under controlled conditions and are therefore requested to pay particular attention to *Annexe E: Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking* for future series.

It is the responsibility of the centre to ensure that internal controlled assessment for Principal Learning is conducted and marked in accordance with the requirements specified by Edexcel and conducted in line with the JCQ Instructions for controlled assessment.

Learners must be fully and equally briefed at the start of any task or assignment about the requirements of that task, including how it will be marked. They should be given the opportunity to ask any questions in order to clarify the requirements.

Once the assignment is under way, the course tutor should respond to questions and requests for advice, but should refrain from intervening unasked. Responses can advise the learner on such matters as further sources of information, and can point out where further work is needed, but must always stop short of actually stating what to write. It is not appropriate to provide individual learner feedback on draft assignments and give learners an opportunity to rework their assignment tasks.

There may be occasions when a learner needs to retake a task or assignment. This is acceptable at the discretion of the course tutor, but the assignment should normally be set in a different context so that the learner is not repeating exactly the same tasks which they have had the chance to practise beforehand.

Application of the marking grid

The external moderation team in general found very effective application of the marking grid. Centres are advised to consult the definitions of Mark Band 2 and 3 descriptors which are found in the unit specifications in order to assist learner in achieving at this end of the marking grid.

Centres are also reminded that work should be annotated by the assessor, clearly indicating where marks have been awarded. As this is controlled assessment, it is not appropriate to provide interim or summary feedback to learners.

Unit PS102

Public Services in Local Communities

LO1: Learners showed a clear level of knowledge of different Public Services that are provided in communities. Most learners were able to provide a detailed identification of public services delivered locally and nationally.

LO2: Most learners showed limited knowledge of the needs and expectations of different groups of service users within society or what working in the public services involves. To gain the higher mark bands learners may need more direction relating to the needs and expectations of their local service users. This could be achieved with the support of the local public services and a series of guest lectures.

LO3: Most learners showed a basic ability to plan and research public service provision. To reach the higher mark bands learners could be provided with a research proposal to complete.

LO4: In this learning outcome most learners showed a basic ability to evaluate the feedback received from their presentations. However, few learners were able to complete a more detailed evaluation such as by completing a SWOT analysis.

Unit PS105

Communicating with Public Service Users

LO1: The emphasis for this learning outcome was for learners to know about customer service in the provision of public services. Many learners showed a clear level of knowledge of the different types of customers and the service some of public services provide. In general the information was detailed and varied across a broad spectrum without bias toward a particular service.

LO2: This learning outcome required learners to understand how public services communicate. Some learners gave a limited account in the techniques used for delivering customer service communication and this was reflected in unqualified answers. Further examples or distinct small case studies would have been useful to support and broaden the coverage of communication techniques.

LO3: This learning outcome is part of mark grid B which offers learners the opportunity to be able to promote improvements in service delivery through teamwork. Even though mark grid B is not assessed by the moderator it is important to include the DLOR form to help the moderators to understand the tasks.

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