

Moderators' Report

Summer 2012

Principal Learning
Public Services Level 1

Internally assessed units

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Introduction

This was the third series of moderation of coursework for Level 2 of Principal Learning Public Services and there were entries for all of the seven units.

Overall previous feedback provided to centres had been acted on and the compliance with the qualification requirements during this moderation session was good. In general the standard of learner work submitted was of an appropriate standard for Level 2 Principal Learning Public Services. It was also noticeable that the quality of learner work was generally higher in this series, with some excellent examples of Mark Band 2 work and some of Mark Band 3.

Individual unit reports are included below and specific reports for your centre are available via Edexcel Online.

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 are reminded that Tutor Support Material (TSM) has been written for every Unit and provides detailed guidance for delivery and sample assignments. This can be downloaded at <http://www.edexcel.com/quals/diploma/publicservice/Pages/default.aspx>

Centres are 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. There is still some evidence that centres are giving learners individual feedback after the internal centre moderation of coursework and that learners are being allowed to resubmit. Centres are reminded that any resubmission of moderated coursework should be new work that has been undertaken under controlled conditions against a new assignment brief, not reworked evidence from previous moderation.

Assignments

Generally assignments were fit for purpose and directed the learners clearly to meet the relevant unit assessment focus and produce appropriate evidence. Where centres are using work sheets or assignments with very narrow scenarios learners were often not able to produce evidence to hit the higher Mark Bands.

Centres are reminded that tasks and assignments activities must be set which address all learning outcomes and assessment criteria, and must allow learners access to the full range of marks.

Internal Moderation

If there are multiple assessors in a centre it is a qualification requirement for centres to internally standardise across all assessors and this should be evidenced. Centres should ensure this process is robust and checks both the assignments set and assessor decisions against the specification. Remedial action should be completed where any issues are identified.

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

It was noted at this series that generally centres are complying with these requirements although some examples of unreferenced direct internet sources were still apparent in the work submitted by some centres.

Paperwork and records

Centres must ensure that Learner Observation Records are completed for all Grid B Marks and that these records are sufficiently detailed to support the assessor decision. However, as Grid B is not externally moderated there is no requirement for additional evidence such as audio and video recordings to be sent to the moderator.

Centres must ensure all completed tasks to evidence Grid A are included with the sample for moderation. In some cases 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 also to indicate which Mark Band the work is judged to fall into. This helps the moderator to understand how the centre has awarded its marks.

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. This can be indicated by learners or through the tutor's annotations.

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 achieve mark band 2 as they had detailed identification of public services delivered locally and nationally.

LO2: Learners will need to include more evidence of the needs and expectations of different groups of service users within society as well as the impact of equality and diversity on public service provision exploring the issues from a range of perspectives. To assist learners in achieving mark band 2/3 for LO2 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: Learners often provided no evidence of ability to plan and research public service provision. Learner work frequently did not include a bibliography, or reference to any planning or research therefore no marks could be awarded. To assist learners in achieving mark band 2/3 for LO3 learners could be provided with a research proposal template for completion, this would enable learners the flexibility to achieve marks across all three bands.

LO4: Learners tended not to include any evaluative feedback received from their presentations. To assist learners in achieving mark band 2/3 for LO4 learners could be provided with an evaluation template (possibly a SWOT analysis) to allow them to achieve a more detailed evaluation of their performance. This would enable learners the flexibility to achieve marks across all three bands.

Unit PS103

Maintaining Health and Wellbeing in Communities

LO1: Learners discover the organisation of public services from this outcome and how the differing sectors are determined and delivered into the community. Learners showed varied levels of knowledge of how health and well being is delivered in differing communities. There was some confusion as to who and where such support is given and a variety of answers were given by differing candidates.

LO2: An understanding of services available and the definitions of health issues is central to this outcome. Some learners gave a limited account in the support of community welfare but several candidates gave detailed and accurate accounts. Issues surrounding individual support tended to be good with relation to various gyms and health centres, however costs and benefits for being healthy produced varied results and levels of understanding.

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. The learners produced a variety of work for these criteria; some were very good whilst others lacked any input at all. General information was gathered mainly by survey and the findings used to support the learners ideas. Other research techniques could be useful to bolster differentiated learning styles.

Unit PS104

Protecting Communities

LO1: The guidance for this LO is to enable the learner to base their answers on research into the statutory and non statutory legislation that exist to protect them. Most learners showed a clear level of knowledge of how individuals and communities are protected and the use of a written test by centres supported the marks and is good practice.

LO2: The emphasis of this LO is to understand the connection between various services and how legislation affects their collaboration and working practices. Learners displayed a variety of knowledge for this LO with some being in depth and some detailed answers being given. Most learners understood collaborative working and some provided extra work on separate sheets which was supportive to the assessment and identified good additional practice.

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. Learners tended to focus on direct mail type communication or the internet for this LO. A wider range of communication methods would be beneficial to deepen the learners understanding especially if used around group work.

Unit PS105

Communicating with Public Service Users

LO1: The emphasis of this LO is to support the underpinning knowledge required for LO3 research and improvement proposals. The learners showed a clear level of knowledge of different customers and the service the public services provide, the information was detailed and varied across a broad spectrum.

LO2: The emphasis of this LO is also to support the underpinning knowledge required for LO3 research and any improvement proposals. Some learners gave a limited account in the techniques for delivering customer service however others had given detailed answers and follow up work had been given. Further possible small case studies may be useful in developing some answers.

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. Learners produced a variety of work for these criteria, some were very good whilst others lacked any input at all. The supportive material was correct so further support at this level may prove useful in future series to support learners in completing tasks.

Unit PS106

Working in the Public Services

LO1: Learners showed an ability to identify a variety of employment opportunities within the public service achieving marks with mark band 2 and mark band 3.

LO2: Learners tend to need to include more evidence of what working in public service involves including rewards, challenges and health and safety considerations. To assist learners in achieving mark band 2/3 for LO2 learners need more direction relating to the rewards, challenges and health and safety considerations for public service employees. This could be achieved with the support of the local public services and a series of guest lectures.

LO3: Learners showed a detailed understanding of the key behaviours, attributes and skills needed to work in the public services. To assist learners in achieving mark band 2/3 for LO3.2 learners could undertake a number of team activities which they could debrief to help them in developing their knowledge of the importance of team working in public service employment. This would enable learners the flexibility to achieve marks across all three bands.

LO4: Learners have shown a basic ability to plan for career development within the public services. To assist learners in achieving mark band 2/3 for LO4 learners could be provided with an evaluation template (possibly a SWOT analysis) or a personal skills audit to allow them to achieve a more detailed evaluation of their current skills in order for them to then create a personal development plan, set comprehensive goals and undertake comprehensive research into career routes. This would enable learners the flexibility to achieve marks across all three bands.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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