

# Moderators' Report

January 2012

Principal Learning  
Public Services Level 3

Internally assessed units

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## **Introduction**

In this January 2012 series there were only entries for one unit. An individual unit report is included later in this document.

### **Assignment briefs**

Centres have been provided exemplar assessments that can be adapted to meet the needs of their learners and the areas in which they are delivering the qualification. Suggested activities, such as inviting public services in to brief students, have been also been made available to centres. The tasks allow learners the opportunity to produce written evidence and also participate in practical tasks which have been assessed as part of marking grid B.

The centres who submitted evidence have used the suggested assessment briefs, but have not adapted these for their own situation. It is recommended that the assessment is contextualised to the centre and is linked to specific Public Services in order for the learners to identify with the brief. This may make the assessment tasks more meaningful to the learners and therefore may enhance achievement.

### **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 in 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 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 Assessment Criteria.

### **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 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.

## **PS305**

### **People Management and Public Service Values**

**LO1:** In general learners described the role of people management in public services. For most learners the description of the importance of staff development could be more developed, and the links to public services could be more detailed in order to attain the higher mark bands.

**LO2:** Most learners described the expectations that the public have of public sector employees. However, in general information relating to the values and codes of conduct were not developed. In addition a more detailed review would provide greater use of public service examples and possibly link information to relevant cases.

**LO3:** Most learners were able to demonstrate a basic understanding of the impact that employment law has on public services, but again here there was limited application to public service examples. Centre assessors are recommended to encourage the learners to apply their understanding to relevant public service examples to allow them to undertake a thorough examination and extensive discussion of the impacts.

**LO4:** Although some evidence was provided for this learning outcome, the application of the theories to different public service organisations were generally not sufficiently covered to achieve the higher mark bands. Again in this learning outcome the description of performance management in public service organisations was not sufficiently linked to those organisations. Centres are advised to reinforce with learners the importance of applying their knowledge to the tasks. A full and thorough application of the theories to different public service organisations would allow the learners to achieve marks in the higher mark bands, and centre assessors should encourage learners to do this.

**LO5:** Most learners did provide a basic evaluation of the recruitment and selection processes used in public services, however the limited detail and application prevented many learners from achieving the higher mark bands. Evaluations should consider the effectiveness of recruitment and selection processes, the impact they might have on services and what evidence could be used to support any claims made.

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