

Moderators' Report

Summer 2012

Principal Learning
Public Services Level 3

Internally assessed units

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Introduction

This was the second series these moderated units were available. There were entries for all of the six units. Individual unit reports are included later in this document and as well as this report the individual centre feedback from moderation, which is available from Edexcel Online, should be used to inform future delivery and assessment.

Tutor Support Materials (TSM) are available for every unit and provide guidance for delivery as well as sample assignments. This can be downloaded at <http://www.edexcel.com/quals/diploma/publicservice/Pages/default.aspx>

Assignments

There was evidence from moderation which showed that some of the assignments set had very narrow scenarios which did not allow learners to access the higher mark bands in many of the tasks. Centres are reminded that across all tasks, assignments must address all learning outcomes and assessment criteria, and must give access to the full range of marks. It was also clear from some of the tasks set that for some assessment criteria only part of the criteria was addressed in the tasks set. Centres are also reminded that the Marking Grid included in the Specification must be used for the assessment and internal standardisation of all internally assessed units.

Paperwork and records

Internal moderation and standardisation is a qualification requirement and was generally well evidenced. Centres should ensure this process is robust and checks the assignments set and assessor decisions against the specification, and ensuring remedial action is completed where any issues are identified. It is the responsibility of the centre to ensure authentication of learner work. Generally the work presented for moderation had been authenticated by the learners, however there was little evidence of learners acknowledging the sources used (both the internet and other sources) in their work.

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. These Learner Observation Records must be submitted with the rest of the learner work for moderation.

Centres must ensure all completed tasks are included with the sample for moderation. In some cases the moderators found no evidence had been included in the sample for specific learning outcomes. In addition, all work submitted for moderation should be annotated by the assessor to show where and how marks have been awarded against each learning outcome. Annotation was not present in much of the work moderated this session,

and it is important that all involved, learner, assessor, internal verifier and external moderator are clear where marks have been awarded.

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 tutor's annotations.

Tutor assistance and feedback

There was evidence this series that some centres are still not fully familiar with the management of controlled assessments. Centres are requested to pay particular attention to Annex 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.

Assessments for this qualification are to be completed under controlled conditions. This means that learners must be fully and equally briefed at the start of any task or assignment about the requirements of that task, including how they will be marked. They should be given the opportunity to ask and questions in order to clarify the requirements.

Once the assignment is under way, the 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. As this is controlled assessment it is not appropriate to provide interim or summary feedback on individual learner work or on draft assignments and then 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 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.

Centres are reminded to ensure learner 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.

Unit PS302

Community Engagement and Partnership Working

Learning outcome 1 - Learners discussed the roles of the team members but not roles of the project as indicated in the unit content. It is important that the centres reinforce the need to ensure that all work produced by the learner fully meets the indicated requirements as set out in the unit specification. It is worth remembering that the “what you need to learn” section is prescriptive not indicative, and shows the minimum amount of knowledge expected to be demonstrated in the learner work.

Learning Outcome 2 – Most learners described the ways that the public services establish community needs, but the analysis of how these are met was not effective, and was very limited in most work moderated. Models of community organisation have not been mentioned. Again in this outcome there was not sufficient reflection of the content indicated in the “what you need to learn” section of the specification to enable the higher mark bands to be awarded.

Learning outcome 3 - Learners demonstrated a basic understanding of the importance of public services engaging with the communities, but there was little analysis of the factors that can affect changes in communities. Much of the evidence presented focused on changes to the project, and not changes to the community caused by the project, as suggested in the unit content and assessment guidance.

Learning outcome 4 - Evidence for this outcome was produced well, and learners produced some particularly good evidence in relation to 4.2, however evidence for 4.1 often did not meet the requirements of the operative verbs in the assessment focus. It is important that centres reinforce the meanings of these operative verbs, as listed in the glossary for each unit.

Learning outcome 5 - Again in this learning outcome the evidence did not fully reflect the “what you need to learn” section of the specification. In particular evidence of planning was not well presented, and the evidence presented for assessment focus 5.4 did not focus on changes on the community, as required.

Unit PS304

Leadership in Public Services

Learning Outcome 1 - Learners demonstrated a good understanding of the leadership theories and applied these well to public services using appropriate examples. In this learning outcome the evidence presented by the learners fully met the indicated requirements as set out in the unit specification.

Learning outcome 2 - Learners often described the ways that the leadership impacted on the public service organisation, although at times there was a very brief discussion and the evaluation was very limited, which prevented the learners from achieving marks in the higher mark bands.

Learning outcome 3 - Learners demonstrated a basic understanding of the ways that the organisational theories influenced public service culture. In 3.1, learners tended to focus on one theory. At least two would enable the learner to demonstrate sufficient understanding to achieve the higher mark bands. Also there were often not explicit links being made to the "what you need to learn" section of the specification.

Learning outcome 4 - Evidence for this outcome was produced well, and learners provided some good evidence in relation to the unit specification, however the evaluation that is required for 4.2 was often not fully met, as the learners presented a description rather than an evaluation.

Learning Outcome 5 - Evidence presented for this outcome linked well to the unit specification, and the evidence produced demonstrated the learner's ability to review leadership activities, and to make appropriate recommendations for future activities.

Unit PS305

People Management and Public Service Values

Learning Outcome 1 - Learners demonstrated a good understanding of the role of people management in the public services and used good examples within their work which fully meets the indicated requirements as sent out in the unit specification

Learning outcome 2 - Although there were some good examples of learner evidence here, there could have been more explicit links to the information studied within the unit to demonstrate understanding, and the evidence presented was very limited, which prevented some learners from achieving marks in the higher mark bands.

Learning outcome 3 - Learners demonstrated a basic understanding of the impacts that employment legislation has on the public services, however it would be good to see the learners take a more evaluative slant on this in order to achieve the higher mark bands.

Learning outcome 4 - Learners produced some evidence in relation to management techniques used in the public service and supported their work with some good examples. Again here it would be good to see the assessor encouraging the development of the higher order thinking skills required to achieve more in the higher mark bands.

Learning outcome 5 - Evidence presented for this outcome was fairly and consistently assessed and marks were been awarded appropriately. The learners demonstrated the ability to review recruitment and selection activities, and to make appropriate recommendations for future activities, however the evaluation was very limited.

Learning outcome 6 - Again here the learners submitted some basic information on how the team member's experiences can be used to improve performance, but there is insufficient evaluative evidence to support warding of higher mark band grades.

Unit PS306

Marketing Public Services

Learning outcome 1 – Within the evidence presented for this learning outcome there was very limited application as to how the evidence related to the public service, and no assessment was apparent from most of the learners, which is a requirement.

Learning outcome 2 - Although there was some good evidence presented for this outcome, the learners could have provided more explicit links to the information studied within the unit to demonstrate their understanding. The evidence presented was often very limited, which prevented the learners from achieving marks in the higher mark bands. In particular the evidence here looked at research and data analysis, but did not explain how this is used in public service marketing.

Learning outcome 3 - Learners demonstrated a basic understanding of the communication that takes place within a team, but there was no illustration of how the public services communicate with other audiences such as the community. Also it would be good to see the learners take a more evaluative slant on this in order to achieve the higher mark bands.

Learning outcome 4 - Learners produced some evidence in relation to this learning outcome, but the evidence was very basic. The plans presented did not contain sufficient detail to achieve the higher mark bands, and did not draw sufficient links with the “what you need to learn” section of the unit specification, therefore not demonstrating a high level of knowledge and understanding. There were some attempts to evaluate, but these were underdeveloped and lacked detail.

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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