Moderators' Report/ Principal Moderator Feedback

January 2012

Principal Learning
Society, Health and Development
Level 3 Controlled Assessment Units

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

http://www.edexcel.com/Aboutus/contact-us/

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Contents

Introduction

The Principal Moderator is very pleased to report that learners and Course Tutors continue to produce high quality portfolios in the coursework units. Course Tutors actively support learners in accessing the full range of mark bands. Most learners apply their knowledge confidently and effectively. More learners are gathering evidence from their work placements and this is to be encouraged. Course Tutors are also seen to be acting on previous advice given regarding the assessment focus for each of the Learning Outcomes across all units at Level 3.

Awarding of marks by assessors is mostly accurate and consistent. Externally moderated marks are based solely on the Mark Bands contained within the Marking Grids. Annotation is most helpful to the moderation process, particularly if assessors indicate the relevant mark band awarded to each paragraph/section. Learners are asked to tick the box on the Candidate Record Sheet giving their consent to Edexcel to use their work for training purposes.

Centre Assessor feedback to learners should not be included. Moderators will disregard any feedback during the moderation process. Course Tutors are reminded that the final version of the portfolio should be completed under controlled conditions. Further feedback to learners should not therefore be given.

Annexe E contains information about controlled assessment conditions. Where Course Tutors are unsure about the application of controlled conditions they are advised to use Edexcel's Ask the Expert service or request in-house training using the link below.

Course Tutors should refer to the E9 moderator feedback reports for each of their individual units. These reports are specific and they are intended to provide support and direction to enable future learners to attain the highest mark bands. Additionally, the advice and guidance provided in the following individual unit reports is designed to consolidate good practice and enable learners to make progress.

The Principal Moderator hopes that the recommendations included at the end of this Report will prove useful for Course Tutors, assessors and learners.

Course Tutors and assessors are also recommended to attend Edexcel's 'feedback' training events on this examination series. The events will take place in Spring 2012 and details can be found at the following link:

http://www.edexcel.com/quals/diploma/Pages/training.aspx

The Principal Moderator would like to draw attention to the following which make our work more manageable:

- The completion of Candidate Record Sheets with all necessary information

- The accurate calculation and submission of marks

- The annotation of portfolios

It seems clear that as a result of the effectiveness of Edexcel's training for practitioners and assessors, that most centres are able to comply with these requirements.

Where learners use innovative methods of presenting evidence, the Principal Moderator asks Course Tutors to use Edexcel's Ask The Expert service to confirm and clarify the approaches which learners intend to use. This will enable us to moderate such work more effectively when it is submitted.

Level 3 Unit 3: Partnership Working

Overview

- Course Tutors provided clear directions to learners and there were effective and well-considered responses to all the Learning Outcomes.

- Where included, Assignment Briefs were clear and written in language appropriate to the learners and they were able to respond effectively to them.

- Course Tutors could to do more to encourage their learners to accurately identify relevant source material.

- Marking criteria was mostly successfully applied, accurately and consistently by most assessors.

- The full range of marks was applied.

- Course Tutors are using Edexcel's Diploma Observation Records to support and clarify their awarding of Learning Outcome 6b)

- Not all annotation seen was clear and consistent. In some cases, work was not annotated. Course Assessors are asked to give their full attention to this in future series and to ensure that all annotation enables the Moderator to see where marks have been awarded.

Learning Outcome 1

Learners produced plans describing their investigation and identified a range of research methods. The moderators saw evidence that briefly covered primary and secondary sources in a superficial way. eg a few introductory sentences. As in previous series, the moderators advise learners that, when considering which research techniques to use, they should consider the merits of quantitative and qualitative data and their related problems. Issues, events or problems are not always explored from different perspectives.

Learning Outcome 2

Whilst in the work of some learners, a single reference to the statutory/non-statutory arrangements does not effectively demonstrate that they understand the distinction, most were able to explain key features of partnership working.

Learning Outcome 3

The majority of learners explain the benefits of partnership working for service providers and communities and the potential barriers to success. More learners should be encouraged support claims with evidence from their research, using examples specific to the three partnerships investigated.

Learning Outcome 4

The majority of learners explained how information is shared through partnership working.

Learning Outcome 5

Whilst most learners offer explanations of why service users are central to partnership working, some continue to have difficulty in explaining why partnership working influences provision for the people who use the services. This has been the case in previous series' and the moderators suggest that this aspect of the Learning Outcome needs to be looked at more carefully.

Learning Outcome 6A

Most learners identified three different contexts where they have been able to develop collaborative relationships and mainly explained a combination of team events and placement experiences but fewer were able to evaluate their own development of collaborative relationships.

Learning Outcome 6B

Very few learners make their reflective journals evaluative and again the moderators suggest that more support is needed to achieve this.

Other factors:

- Where learners presented evidence using a more traditional, academic style of report writing, the process of moderation is more effective.

- The tendency to include photocopies of downloaded pages from websites, policy documents, codes of practice etc continues to decline.

- Some portfolios include detailed assessor feedback to learners on how to improve. This is irrelevant given these are the final versions and should not be seen by learners. The moderators ask assessors not to include this in future submissions.

Level 3 Unit 4: Communication and Information Sharing

Overview

Generally Centres are awarding marks for this unit both accurately and consistently with only a small minority being too generous. Any generosity still derives from Learning Outcome 7, although learners appear to be grasping the elements of this Learning Outcome much more clearly. Learning Outcome 1 and Learning Outcome 3 both have the command verb "outline" and many learners are able to easily move to description therefore these two Learning Outcomes do not have many learners being awarded marks at Mark Band1.

Learning Outcome 1

Learners were able to address the main issues in this Learning Outcome but not all considered the communication cycle. Cultural dimensions were approached differently at different centres. Texting, e-mailing and video-conferencing as means of communications are starting to appear in this section. Some learners are using work experiences to contextualise this Learning Outcome.

Learning Outcome 2

This is a two command verb outcome and as in previous series, some centres are still not clearly directing learners to the second half of the Learning Outcome. Having said this, many centres are providing learners with clear frameworks to consider this issue of barriers to communication and learners are able to respond positively.

Learning Outcome 3

Centres find this to be a challenging outcome despite its apparent simplicity. Learners are selecting terms and giving definitions, rather than considering how these are used to facilitate communication between and across sectors. Few learners were able to consider how sharing terminology supports high quality service provision. One centre had selected the term "cell" in its biological sense and its custodial sense. Confusion here would appear unlikely and is perhaps not a good example for the centre to have selected.

Learning Outcome 4

Once again, Centres are following the specification to the letter in selecting the technologies. All learners made reference to use of technology utilised for individuals with hearing impairments and speech related problems. Whilst the learners demonstrated good understanding of the value of this technology, there was little evidence of how technology could aid communication for those with sight impairment, limited mobility and

conditions resulting in paraplegia. No reference to cerebral palsy or other similar conditions were made.

Learning Outcome 5

All Centres clearly require learners to undertake and produce evidence of two interactions. Centres often still do not address the planning requirement for this Learning Outcome. Learners find analysis of their skills accessible but many find the concepts of evaluation challenging and appear to require more guidance.

Learning Outcome 6

Centres are taking a more structured approach to this Learning Outcome and as a result learners are more closely addressing the issues within this Learning Outcome. Some learners found exploring the tensions that exist between confidentiality and the need to share information to be challenging.

Learning Outcome 7

Centres are still finding it challenging to ensure that all Mark Bands are accessible for this Learning Outcome. The marking grid requires that the learners focus on three settings and some learners do not clearly identify these. Learners often achieve only Mark Band 1/Mark Band 2. The focus was mainly on systems of recording but little reference was made to overarching policies. More centres are requiring learners to separate this Learning Outcome from Learning Outcome 5 in their portfolio than in previous series.

Other factors:

Links to workplace experiences are to be applauded and encouraged. Centres might want to focus on the meaning of evaluation in regards to specific Learning Outcomes and provide learners with specific guidance especially Learning Outcome 7. Some centres are still not using Mark Band annotation consistently in the marking process and this must make internal moderation more arduous. Centres are encouraged to fill in page numbers for the Learning Outcomes on the Candidate Record Sheets. Centres are asked to include Assignment Briefs. Few learners are referencing their evidence or producing contents pages or bibliographies for this unit and centre may wish to encourage learners to adopt this type of approach to the construction of evidence.

Level 3 Unit 5: Personal and Professional Development in the Work Environment

Overview

The vast majority of learners are working consistently and accurately with this unit. There are a small number of centres where awarding of marks still remains slightly too generous. Mark Band 3 for Learning Outcomes 1, 3 and 7 are not achieved by most learners.

Learning Outcome 1

Most learners have selected from a range of appropriate legislation but some still fail to pick the most relevant to organisational policies and procedures. There is some indication that centres are asking learners to show a clear understanding of the difference between a policy and a procedure and this is to be applauded. When the learner does give a clear definition, the explanations of how this translates into practice can still become confused. There is still little evidence from centres concerning the investigative part of this Learning Outcome.

Learning Outcome 2

Centres are paying attention to the requirement to consider routine and non-routine activities but there is still a tendency for learners to give diary/timetable type information rather than considering the overall purpose of an organisation. Some learners consider the underpinning principles and values of the service but this aspect still needs further attention. Some centres are asking learners to identify the mission statements from their work placement organisation and then draw out values and principles from this. This approach is to be encouraged.

Learning Outcome 3

Centres appear to be directing learners to more sound definitions of evidence based practice but the examples selected by the learners still seem to be weak in some centres. Many learners provide clear accounts of Kolb and Schon but there is a lack of evaluation in relation to reflective practice.

Learning Outcome 4

Learners' responses to this Learning Outcome are much improved with many learners showing clear understanding of the roles and responsibilities inherent in the CPPD processes.

Learning Outcome 5

While learners may well be able to identify the benefits of CPPD for individual practitioners, they are still finding it challenging to identify specific examples of how CPPD potentially improves service delivery.

Learning Outcome 6

Many learners do not link the personal development plans into the objectives of a named organisation. The number of centres in this series who did direct learners to consider their goals in this way has increased.

Learning Outcome 7

Learners' responses still tend to be explanatory at best and fail to consider the requirements for "using different perspectives". It is sometimes unclear if the evidence is drawn from the learners' work experience or whether it is an observed or an experienced problem. The learners could be encouraged to ensure that the problems considered are explained in detail with a variety of explanations offered for the behaviours observed.

Other factors:

- Centres should encourage learners to include a plan for Learning Outcome 1 and to provide an overall account of the services delivered by the selected organisations before considering a typical day.

- Learners need to be guided around Evidence Based Practice, recognising that it originated in the health care sector. The exact nature of the evidence should be identified as a starting point, ie. a named piece of research before the learner then moves on to discuss implementation in practice.

- Learners should be asked to consider practical examples where staff training improves service delivery, eg. hand-washing training reducing the incidence of hospital acquired infections, training on personalised care improves the experience of people with learning disabilities in day centres, training teachers in questioning techniques in class can improve pupil participation in lessons.

- Learners should link personal action plans to the objectives of a named organisation. This can be done through identifying the personal qualities, skills, knowledge and qualifications sought in employees to the named organisation.

Level 3 Unit 6: Safeguarding and Protecting Individuals and Society

Learning Outcome 1

The selection of legislation is generally sound. This is a two command-verb Learning Outcome and centres need to consider carefully the requirement to consider roles of two workers more closely in terms of their safeguarding responsibilities and limitations. Learners often found it challenging to analyse roles and access Mark Band 3.

Learning Outcome 2

Learners are able to explain the roles of workers through reflecting on their workplace experiences. However, the focus tends to be on safeguarding individuals and there is less emphasis placed on groups and communities. Learners provided limited evidence of methods for balancing risks and freedoms. The questionnaire approach from one centre enabled learners to gather evidence from placement settings and thus provided an opportunity to obtain information of how workers balance risks against freedoms.

Learning Outcome 3

Centres have developed learners' responses for this Learning Outcome and now many are considering both the trusting relationships and professional boundary setting. The learners do not use published material to any great extent for this Learning Outcome and therefore often cannot access the higher Mark Bands.

Learning Outcome 4

Learners tend to focus on the signs of abuse and some learners are considering this from a wide range of individuals. However, there appears to be less emphasis in the learners' work on the steps to be undertaken when abuse is suspected. In particular, learners find it difficult to analyse these steps for marks in Mark Band 3. Some learners are limiting their responses to abuse of children.

Learning Outcome 5

Two completed forms are required, a risk assessment and a health and safety audit. Both need equal attention in terms of evidence and learners should be providing a reflective account of the two processes. Most learners are able to provide evidence for both the assessment and the audit activities being completed but do not direct them to provide a commentary, this can restrict learners to the lower Mark Bands.

Learning Outcome 6

Risk assessments to support crime reduction are done well to Mark Band 1 and Mark Band 2 levels. Learners need to be considering statistics in some way to assist objective evaluation but many centres do not appear to direct learners this way.

Learning Outcome 7

Conflict resolution and coping strategies are often well described by learners but Learning Outcome 7 is a two command-verb Learning Outcome and the evaluation of action plans is a challenging issue for learners who would benefit from some sort of supporting framework for this exercise.

Other factors:

Centres are using the marking grids consistently and accurately, being slightly on the generous side in some cases. Selection of relevant legislation is key to success in Learning Outcome 1 at all Mark Bands. Centres should be directing learners to the various codes of professional conduct issued by bodies such as the Nursing and Midwifery Council, the Health Care Professions Council and the General Social Care Council. In this way, learners will have more underpinning for Learning Outcome 3. For Learning Outcome 4, learners should be encouraged to place more emphasis on the steps which should be taken when abuse is suspected. For Learning Outcome 6, centres may wish to look at crime rates in specific localities and relate these to their findings in the risk assessment to support crime reduction.

Concluding recommendations

- The Principal Moderator discourages learners from including downloaded material without any comment on its usefulness or relevance.

- Where learners include material from codes of practice or policies and procedures, they should acknowledge their source and explain why they have included it and what insight it provides.

- It would be useful to the moderators if in future series, all learners included introductions which outlined the approach which they intend to adopt.

The moderators recommend the following:

- that all learners include introductions, conclusions and bibliographies in their portfolios

- that all learners support their claims with well-chosen empirical evidence, for example in the form of statistics and/or reports

- that relevant source material is accurately identified

- the inclusion of sub-headings which clearly indicate where individual sections can be found

- that spell checking is accurately applied

- that, as far as possible under the application of controlled conditions, pagination is used

- that only the final version of work is submitted. Draft versions are not needed and nor are copies of completed questionnaires

- that annotation does not include comments such as 'good' or 'well-chosen example'. Such comments do not form part of the moderation process and Edexcel's moderators are looking only for evidence which meets the requirements of the Learning Outcomes and the associated Mark Bands

- that portfolios are appropriately and securely bound and submitted in folders

- that Course Tutors encourage their learners to adopt these approaches to their research

Work which is properly referenced and which shows clear familiarity with the recognised ways to write the sort of reports which are identified in the specification will be rewarded.

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

Ofqual

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Rewarding Learning