

Moderators' Report/
Principal Moderator Feedback

Summer 2013

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

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Introduction

The Principal Moderator is once again very pleased to report that many students continue to produce high quality portfolios in the coursework units. Course Tutors actively support students in accessing the full range of mark bands. Many students apply their knowledge confidently and effectively. More students are gathering evidence from their work placements and this is to be encouraged.

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 students 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 students 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 students.

The Principal Moderator draws attention to the following requirements:

- the completion of Candidate Record Sheets with all necessary information
- the accurate calculation and submission of marks on the Edexcel gateway
- annotation is most helpful to the moderation process, particularly if assessors indicate the relevant mark band awarded to each paragraph/section

Centre Assessor feedback to students 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 students should not therefore be given.

SH303 Partnership Working

Learning Outcome 1

There were some references to quantitative and qualitative approaches although these were not clearly understood by all students. Issues, events or problems are not explored from different perspectives. More-able students provided some very good examples.

Learning Outcome 2

Whilst students were able to explain key features, there was a tendency for the evidence to lean towards a description of an organisation. Other students tried to cover too-wide an area. Some students need more support to grasp what is meant by partnership working. Most work seen was either Mark Band Level 2 or 3 and students are commended for this.

Learning Outcome 3

Most students were able to identify barriers. In some portfolios there was limited evidence to support the claims relating to management of barriers. Most students and Course Tutors are clear in their understanding of this Learning Outcome.

Learning Outcome 4

The Principal Moderator recommends that students look more specifically at the methods of communication and information sharing within specific organisations. In some portfolios, material often lacked evidence of research to identify specific methods related to partnership working.

Learning Outcome 5

As in previous series, most students offer explanations why service users are central to partnership working, but offer less evidence explaining why partnership working influences provision for the people who use the services.

Learning Outcome 6A

Some students participated in two, rather than three collaborative activities. More able students provided evaluations that considered skills relevant to work in one of the four sectors. Students who attained the lower mark bands did not explore their own development and tended to focus on what they did as part of a group task, providing a narrative account. There was less evidence about what these students found out about working with others.

Learning Outcome 6B

Few students make their reflective journals evaluative and again the Principal Moderator suggests that more support is needed to achieve this.

SH304 Communication and Information Sharing

Learning Outcome 1

Students were able to address the main issues with more considering the communication cycle than in previous series. Cultural dimensions were still approached differently at different centres. As in previous series, more students are using work experiences to contextualise this Learning Outcome. Case studies were used by some centres to support application to different contexts. However, the use of case studies did in some cases lead to excessive word counts and repetition.

Learning Outcome 2

This is a two-command verb outcome and as in previous series, some centres are still not clearly directing students to the second half of the Learning Outcome. Students are still finding that evaluating barriers to communication is challenging. Some students also included limited information on consequences, whilst others focused almost solely on sensory barriers.

Learning Outcome 3

Centres find this to be a challenging outcome despite its apparent simplicity. Students are selecting terms and giving definitions, rather than considering how these are used to facilitate communication between and across sectors. Few students were able to consider how sharing terminology supports high quality service provision. Analysis is still a challenge to students. Some centres are using an effective range of terms and produced some well-presented booklets exploring terms used in the different sectors.

Learning Outcome 4

There was a range of technologies from across the centres and it was welcoming to see more recent technologies being considered. Whilst students demonstrated good understanding of the value of these technologies, there was still little evidence of how technology could aid communication for those with a range of impairments beyond the hearing impaired. Students were still finding it easier to list advantages and disadvantages rather than evaluating.

Learning Outcome 5

All centres clearly require students to undertake and produce evidence of two interactions. Some are not asking students to pay equal attention to both interactions and the second one can be treated quite superficially. Centres often still do not address the planning requirement for this Learning Outcome. Where students use on-site team events, there is a tendency to produce narrative accounts thereby limiting access to the higher mark bands. Students are able to analyse their own skills but many find the concepts of evaluation challenging and appear to require more guidance.

Learning Outcome 6

Some centres, but not all, are taking a more structured approach to this Learning Outcome and as a result the students are more closely addressing the relevant issues. Pleasingly, some students are referring to legislative requirements. Others found exploring the tensions that exist between confidentiality and the need to share information to be challenging.

Learning Outcome 7

Students are still finding this Learning Outcome challenging and a number are providing very generalised accounts. The marking grid requires that students focus on three settings and more centres are clearly identifying these. Where students 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.

SH305 Personal and Professional Development in the Work Environment

Learning Outcome 1

Most centres have selected from a range of appropriate legislation but some still fail to direct students to pick the most relevant to organisational policies and procedures. There is some indication that centres are asking students to show a clear understanding of the difference between a policy and a procedure and this is to be applauded. However, some do not clearly distinguish between these two types of documentary guidance and centres should be advised to clarify this. Some centres provided detail regarding the investigation process and again this is very pleasing.

Learning Outcome 2

Some centres are paying attention to the requirement to consider routine and non-routine activities but there is still a tendency for students to give less attention to non-routine and they have difficulty in identifying examples of these. Activities that occur less frequently but regularly cannot be considered as non-routine. Many centres consider the underpinning principles and values of the service but this aspect still needs further attention.

Learning Outcome 3

More centres appear to be directing students to sound definitions of evidence-based practice and students are able to discuss named research findings and their application of service user needs. This is to be applauded. Many students provide clear accounts of Kolb and Schon but there is a lack of evaluation in relation to reflective practice. In relation to these models of reflective practice, Course Tutors should encourage students to describe and explain these models in their own words rather than relying on diagrams only.

Learning Outcome 4

Students' responses to this Learning Outcome are much improved with many showing clear understanding of the roles and responsibilities inherent in CPPD processes. Some centres were guiding students to consider in detail the types of CPPD and the associated benefits rather than the roles and responsibilities.

Learning Outcome 5

While students 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 and analysis is still generally lacking. Student responses were more focused when they considered practitioners rather than themselves during their work experience.

Learning Outcome 6

Fewer centres/students are not linking the personal development plans into the objectives of a named organisation than in previous series. The quality of SWOT analysis continues to be variable from single words entered into a boxed format to detailed prose accounts. The quality of action plans is also very variable.

Learning Outcome 7

Students' responses still tend to be explanatory at best but an increasing number of centres are encouraging students to consider the requirements for "using different perspectives".

SH306 Safeguarding and Protecting Individuals and Society

Learning Outcome 1

The selection of legislation is generally sound but many centres did not require students to indicate their methods of investigation. This is a two command verb Learning Outcome and centres need to consider carefully the requirement to consider roles of two workers in safeguarding. This could focus more closely on their safeguarding responsibilities and limitations. Students often found it challenging to analyse roles and access Mark Band 3.

Learning Outcome 2

Students 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. Students provided limited evidence of methods for balancing risks and freedoms.

Learning Outcome 3

Centres have developed students' responses for this Learning Outcome and now some are considering both the trusting relationships and professional boundary setting. There is evidence of centres encouraging learning to consider various codes of conduct and this is to be applauded. However, there is a tendency for students to focus on how to maintain trust and develop relationships rather than the importance of these.

Learning Outcome 4

Students tend to focus on the signs of abuse and some students are considering this across a wide range of individuals. However, there appears to be less emphasis in students' work on the steps to be undertaken when abuse is suspected. In particular, students find it difficult to analyse these steps for marks in Mark Band 3. Centres which make use of a media case study can limit the responses of students and Course Tutors should be alert to this.

Learning Outcome 5

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

Learning Outcome 6

Risk assessment to support crime reduction is done well to Mark Band 1 and Mark Band 2 levels in some centres. In order to evaluate students need to be considering statistics in some way to assist objective evaluation and it is pleasing to note that more centres are taking this approach with students this series.

Learning Outcome 7

Conflict resolution and coping strategies are often well described by students but this is a two command verb Learning Outcome. Evaluation of action plans is a challenging issue for students who would benefit from some sort of supporting framework for this exercise. The action plan continues to be the weakest part of many students' evidence. Some students produced narrative accounts of their own experiences in dealing with conflict but explored this no further.

Concluding recommendations

- the Principal Moderator discourages students from including downloaded material without any comment on its usefulness or relevance
- where students 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 all students included introductions which outlined the approach which they intend to adopt

The Principal Moderator recommends:

- that all students include introductions, conclusions and bibliographies in their portfolios
- that all students 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 annotation does not include comments such as 'good' or 'well-chosen example'. Such comments do not form part of the moderation process and 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 students 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.

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