Examiners' Report

January 2010

Society, Health and Development
Level 3 Controlled Assessments

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Principal Learning Society Health and Development

Level 3 Introduction

This is the second full series of the Advanced Diploma in Society, Health and Development. The examiners were, once again, pleased with the response from centres and there was much that was encouraging. It seems to be the case that both learners and their course tutors are becoming more secure in their grasp of the specification. Such improvements are in line with the support offered through Edexcel's national and bespoke training service.

Centres are also becoming more comfortable with the administrative requirements associated with the Diploma. Most were able to submit work by the due date with correctly completed Candidate Record Forms. Centres are strongly advised to use the templates provided and to ensure that all sections are completed. It would be particularly helpful if learners were to tick the box giving their consent to Edexcel to use their work for training purposes. The examiners hope all centres will be able to do so in the next series and we encourage course tutors to approach Edexcel for clarification where uncertainty exists. At least one key member of the course delivery team should be encouraged to attend Edexcel's training and feedback events, details of which can be found at
http://www.edexcel.com/resources/training/Pages/Home.aspx
The moderators and examiners went to considerable lengths to ensure that standards were comparable across all units at Level 3 and that moderated marks were based solely on the Mark Bands contained within the Marking Grids and the guidance for allocating marks.

The examiners offer the following general remarks about the internally and externally assessed units. More specific comments relating to the responses to the learning outcomes can be found in the section on the relevant unit.

Once again, the work of Edexcel's moderators was made more manageable by the careful completion of Candidate Record Sheets, by the accurate calculation and submission of marks, by the often excellent notation of the portfolios and, finally, by the overall accuracy which Centre Assessors achieved in their awarding of marks.

The contribution made by the learners was commendable. As in the June 2009 series, learners often chose to follow the order suggested by the Learning Outcomes. However, some learners developed individual approaches to these units and these were often successful. In future series, the Moderators would like more learners to demonstrate such confidence.

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 pagination is used
- that only the final version of their work is submitted. Draft versions are not needed and nor are copies of completed questionnaires
- that portfolios are appropriately bound and submitted in folders
- that Course Tutors will encourage their learners to adopt this approach to research.

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

Level 3 Unit 3 Partnership Working

The moderators are very pleased to report that once again, there were a good range of submissions for this unit. The three assigned tasks were fully addressed by nearly all learners and in the reflective diaries, they were able to record a wide range of observations. Team events offer a wide range of opportunities to participate and collaborate and they enjoy high levels of success.

The moderators note that some submissions were substantial in quantity. We strongly recommend that all centres are clear about how to apply the relevant controlled conditions when preparing work for internally assessed units.

Learning Outcome 1
The moderators recommend that more support is given to learners in this Learning Outcome. In order to attain the highest Mark Band, learners will need to evaluate their own approach to research and explore issues from different perspectives. The moderators suggest that, when considering which research techniques to use, that learners consider the merits of quantitative and qualitative data and their associated problems.

Learning Outcome 2
Learners were able to demonstrate detailed knowledge of key features of their chosen partnerships but the moderators note that not all were able to offer a convincing explanation of why their chosen organisations constituted partnerships. This is a fundamental requirement of this unit.

Learning Outcome 3
There were very good responses to this Learning Outcome. Most learners were able to attain either Mark Band 2 or Mark Band 3 by showing how benefits could apply across the partnerships and how barriers could be managed. In order to attain Mark Band 3, evaluations and analyses need to focus on the impact of partnership working on those involved ie. service users and those who work in service provision. Similarly, in their analyses the learner needs to show the outcomes which result when barriers are successfully managed .

Learning Outcome 4
Most candidates showed that they could analyse the outcomes of shared information and this enabled them to attain Mark Band 3. In future series, the Moderators would like to see some consideration of the impact on service users when information is shared. This is a clear opportunity for learners to include relevant examples.

Learning Outcome 5
Learners' approaches to this Learning Outcome were successful. The moderators recommend that learners might expand their understanding by asking whether service users are on the boards or policy-making committees of service providers or whether they are involved in the selection and training of staff. This might provide more insight into the ways that they are central to partnership working.

Learning Outcome 6
The moderators are happy to note the very positive responses to this Learning Outcome. Team events were obvious sources of learning and enjoyment and evidence from the three settings was plentiful.
Whilst such events provide a wealth of opportunities, not all learners availed themselves.

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Concluding Comments

Course Tutors were aware of the assessment guidance and their learners were well-versed in the demands of the specification. It was clear that learners had responded effectively to their teaching and enjoyment of their work was evident in their submissions.

Level 3 Unit 4 Communication and Information Sharing

Overview
The unit specification suggests that centres may wish to adopt a training toolkit approach whereby a communication toolkit is prepared for new workers for use across the four sectors. There is also a suggestion that the toolkit could be produced in a variety of formats, such as a pack, PowerPoint presentation and/or a DVD or video. Whilst some learners developed a leaflet as part of their evidence for this unit, most submission took the form of series of essays, each addressing one of the Learning Outcomes for the unit. The moderators hope that in the future centres will encourage learner creativity in this unit by using more varied media for submitting evidence.

The moderators were pleased to note that much of the work submitted was well presented, with clear pagination, often with a contents page and free from spelling errors. The inclusion of bibliographies was more variable across centres but this is viewed as good practice that should be encouraged.

Finally, the moderators note that some submissions were substantial in quantity. We strongly recommend that all centres are clear about how to apply the relevant controlled conditions when preparing work for internally assessed units.

Learning Outcome 1
Learners were generally able to attain the higher Mark Bands for this Learning Outcome, describing methods of communication and considering its effectiveness. Learners were able to consider communication methods with individuals of differing ages but need more support in handling communication issues which considered different backgrounds, for example, cultural, socio-economic and educational.

Learning Outcome 2
Most learners were able to explain barriers to communication and considered a range of possible consequences. Some learners used their own and others' ideas and experiences in an inventive way to suggest ways to overcome these barriers. Enabling learners to reflect on and draw from their work experience on these issues may be helpful.

Learning Outcome 3
Learners' responses to this Learning Outcome have shown significant development from the previous series and they are commended for this. Learners who have provided only brief tabulated responses to single word definitions continue to receive marks in the lower Mark Bands. An increasing number of centres are encouraging learners to consider categories of terminology, such as technical and anti-discriminatory, being desirable across the sectors and emotive and patronising terminology being undesirable. This approach enables learners to analyse consequences and hence attain the higher Mark Bands.

Learning Outcome 4

Many learners explained the use of a number of technologies used to support communication. Some learners provide this evidence in the form of a hand written illustrated leaflet. Centres may wish to consider a "case studies" approach in addition, to enable learners to evaluate how specific technologies may be best suited to some individuals and situations.

An understanding of the communication deficits/difficulties, possibly through a case study, that require this type of technological support is essential if learners are to access the higher Mark Bands. Such a case study might consider the changing technology needs of a young person who is profoundly deaf as they grow up, through school and enter the world of work, or someone who was born blind.

Learning Outcome 5

Learners provide two situations to demonstrate their communication skills. The moderators recommend that they need to use a wider range of individuals and situations. The specification suggests a number of individuals with whom the learner could interact from users of services to the public and managers and workers whom they have encountered during their work placements. Structuring the planning stage for learners and offering learners methods to evaluate their skills after the event may assist them to achieve the higher Mark Band. Some learners, once again, have included transcripts of their one-to-one interactions and this does not in itself contribute to the marks allocated for this Learning Outcome. Marking Grid B was clearly identifiable and completed appropriately.

Learning Outcome 6

Learners were able to identify a range of records across the sectors and clearly explain their authorship and purpose. Often, learners were making clear links to legislative and professional body requirements which guide practitioners in their record keeping. The reasons for confidentiality, tensions which may arise and systems in place in the work environment were clearly explained by many learners. Issues of risk management should be covered in greater detail.

Learning Outcome 7

In order to support their learners, course tutors may wish to consider systems for collecting and collating information that is easily accessible in the public domain, for example, rates of MRSA or C.Difficile in acute NHS Trusts, re-offending rates after custodial sentences, school league tables, and immunisation rates.
Learners need to develop a clearer focus on how breaches of security in terms of service users' information may occur in the workplace and how organisations seek to minimise this risk and how they handle such breaches when they do occur.

Concluding Comments

The moderators were pleased that most work was well-presented but not all learners used the pagination facility and they are strongly recommended to do so. Not all work was properly spell-checked and course tutors should encourage their future learners to ensure that they do so. The moderators were very pleased to see the inclusion of contents pages. This, and in the portfolios of the most-able learners, detailed bibliographies, is good practice.

Most course tutors were aware of the assessment guidance and their learners were well-versed in the demands of the specification. It was clear that the majority of learners had responded effectively to their teaching and enjoyment of their work was evident in their submissions.

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

Overview
The moderators draw the attention of learners to the need to create a clear structure for this portfolio with a contents page, bibliography and appendices, as appropriate. The inclusion of daily dairy entries will not, as stand alone evidence, attract any marks. Learners could include diary entries as an appendix to this portfolio. Similarly, reports and records of feedback from tutors and supervisors and work shadowing and observation records, if included, should be presented as appendices.

The moderators note that some submissions were substantial in quantity. We strongly recommend that all centres are clear about how to apply the relevant controlled conditions when preparing work for internally assessed units.

Learning Outcome 1
Most learners selected two relevant pieces of legislation for discussion in this Learning Outcome and were able to link these to organisational policy. Learners need to be clearer on the distinction between policy and procedure. The Disability Discrimination Act (2005) and the Health and Safety at Work Act (1974) both offer learners the opportunity to seek out organisational policy and procedures that relate to each in their chosen workplace. Other pieces of legislation may be equally suitable, provided that the distinction between a policy and a procedure can be made.

Learning Outcome 2
Learners were able to access Mark Band 2 through explanations that covered the nature of the services provided by the selected workplace and the underpinning principles and values demonstrated in that workplace. Learners who were able to place their workplace in the wider context of service provision were able to access the higher Mark Bands. A full exploration and analysis of the population of service users' backgrounds characterised those learners achieving these higher Mark Bands. Learners were inclined to focus on the expected and routine activities which they had witnessed on work placement, sometimes to the detriment of considering non-routine activities, such as emergencies such as fire, incidents and accidents in the workplace or complaints from service users.

Course tutors may wish to consider providing learners with questions to use in the workplace to ensure that they can focus on this element of the unit. Learners achieving the higher Mark Bands were also able to identify the drivers to the underpinning principles and values in the workplace, for example, codes of practice for specific professional groups, government initiatives such as Dignity Champions.

Learning Outcome 3
Most learners were able to provide relevant and accurate interpretations of reflective practice, including a theoretical underpinning for named models, and to give examples of how this may be used in the workplace. Once again, less well handled was the concept of evidence based practice. Some learners were able to provide an accurate definition and explanation but were unable to provide relevant examples from their work experience.

The moderators recommend that "cochrane library on line" when entered into a search engine may prove a valuable resource for learners. When using the Cochrane Library, searching for medical conditions may bring up evidence that is not accessible for level 3 learners, because of the complex medical terminology used. Entering "nursing" into the search box on the Cochrane Library's home page brings up articles that use more accessible language.

Learning Outcome 4
Unlike the previous series, the moderators are pleased to note that there was little confusion over the focus for this Learning Outcome. Many learners were able to explain, from both an individual employee's perspective and from the perspective of the organisation, how personal and professional development activities are undertaken and delivered. The costs to individuals and organisations of "training or not training" were not fully explored by learners and therefore some were unable to access Mark Band 3.

Learning Outcome 5
Most learners were able to identify the three required examples and were able to offer some explanations of how both development activities and reflective practice can improve service provision. In order to illustrate this complex relationship between training and service improvements, course tutors may wish to consider examples such as increasing hand washing frequency and effectiveness through a variety of methods; decreases in MSRA rates in acute NHS Trusts; or teachers being trained in new examination specifications (such as the Diploma in society in Health and Development) and learners performing more effective ly as a consequence.

Learning Outcome 6
Learners are required to provide a SWOT analysis as well as construct a personal development plan and link their career aspirations to a named organisation's objectives. Learners who achieve the lower Mark Band are able to provide a basic SWOT analysis and construct SMART targets but these tend to be personal aspirations rather than being career orientated. The moderators would like to see more evidence that learners are attempting to link their career aspirations to the objectives of a named organisation. Clearly, tabulated approaches to these tasks facilitate the learners' understanding of what is required but course tutors need to consider how any pre-prepared formats will assist the learners in analysis as well description and explanation.

Learning Outcome 7
Learners were able to provide descriptions of the problems that they observed in the workplace. Some suggested solutions were one-dimensional and at times un-realistic, given the complex nature of the work environment. The moderators recommend that learners are given more support in the requirement to offer solutions from different perspectives and to take an analytical approach.

Concluding Comments
Most course tutors were aware of the assessment guidance and their learners were well-versed in the demands of the specification. It was clear that learners had responded effectively to their teaching and enjoyment of their work was evident in their submissions.

Level 3 Unit 6 Safeguarding and Protecting Individuals and Society

Overview
The unit specification asks that learner investigates key legislation and organisational procedures that help to keep people safe and produce a report which demonstrates their knowledge and understanding. Only one centre submitted portfolios for this unit.

Learning Outcome 1
Learners were able to describe the organisational procedures and legislation that apply to safeguarding and protecting individuals.

Learning Outcome 2
There were clear explanations of the role of workers in supporting individuals, groups and communities, including primary research or extended explanations of work practices. The moderators recommend that issues concerning health and safety in the community might also be explored.

Learning Outcome 3
Learners were able to provide examples from each sector on trusting relationships and maintaining appropriate professional boundaries.

Learning Outcome 4
Most learners were able to recognise signs of potential harm and abuse and were able to move beyond simple outlines to give explanatory statements. The moderators recommend that learners provide examples of what steps should be taken in response to potential harm or abuse.

Learning Outcome 5
Many learners provided a detailed risk assessment/health and safety audit for two settings with explanatory comments to support the assessments. It was pleasing to note sector examples provided by learners for this Learning Outcome.

Learning Outcome 6
Not all learners presented valid work. There were some clear descriptions of learners' own risk assessment for a community to support crime reduction. The moderators recommend that for this Learning Outcome, it would be useful to focus on an evaluation model as learners presented descriptive or explanatory summaries rather than evaluative conclusions.

Learning Outcome 7
Not all learners presented valid work. There were some detailed descriptions and explanations on what is meant by conflict resolution. Coping strategies used in professional situations need to be more fully explored.

Concluding Comments
The moderators look forward to future submissions of this unit.

Statistics

Level 3 Unit 3 Partnership Working

	Max. Mark	A*	A	B	C	D	E
Raw boundary mark	60	53	47	41	35	29	24
Points Score	21	18	15	12	9	6	3

Level 3 Unit 4 Communication and Information Sharing

	Max. Mark	A*	A	B	C	D	E
Raw boundary mark	60	53	47	41	35	29	24
Points Score	21	18	15	12	9	6	3

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

	Max. Mark	A*	A	B	C	D	E
Raw boundary mark	60	53	47	41	35	29	24
Points Score	21	18	15	12	9	6	3

Level 3 Unit 6 Safeguarding and Protecting Individuals and Society

	Max. Mark	A*	A	B	C	D	E
Raw boundary mark	60	53	47	41	35	29	24
Points Score	21	18	15	12	9	6	3

Notes

Maximum Mark (raw): the mark corresponding to the sum total of the marks shown on the mark scheme or mark grids.

Raw boundary mark: the minimum mark required by a learner to qualify for a given grade.

Please note: *Principal Learning qualifications are new qualifications, and grade boundaries for Controlled Assessment units should not be considered as stable. These grade boundaries may differ from series to series.*

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