

Moderators' Report/ Principal Moderator Feedback

January 2012

GCE Health & Social Care (6939)
Unit 2 - Communication & Values

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General comments

This series saw a small submission of portfolios for moderation for this unit and this report is based on a representative sample of the work seen. It was pleasing to see that in the majority of cases, learners had had the opportunity to visit care settings on which they could base their reports.

There were a number of issues with the construction of the report. Some centres presented the coursework in an essay style, with no sub-headings as opposed to a report, this proved difficult to assess. Coverage of all assessment objectives was seen in all of the portfolios. Learner performance compared favourably with previous January series.

It was pleasing to see that overall, centres had a good understanding of the unit content and the assessment. Only a few centres had misinterpreted the assessment objectives and thought it appropriate to observe an interaction as opposed to participating in one, as clearly stated in the unit specifications. It was noted that a small number of centres had included copies of their assignment briefs which met the assessment objectives. An area of concern is the inclusion in the body of the report of the transcripts of the interactions that took place, these should be located in the appendices.

Nearly all learners had conducted more than one interaction and had included both a one-to-one and a group interaction. Centres are to be congratulated on encouraging learners to base their reports on placements undertaken within a wide variety of appropriate care settings allowing learners access to both primary and secondary sources of information. A small number of centres had used two work placements.

Assessment Objective 1

The majority of centres had guided their learners into carrying out at least one interaction with a relevant service user group through which they were then able to demonstrate their knowledge and understanding of both communication skills and the transmission of values in health, social care and early years' settings. Some learners had focussed too heavily on the theoretical aspects and had not applied this to their own communication skills. There were some centres where learners had not discussed the theory of communication at all. The learner was therefore unable to demonstrate an accurate level of knowledge and good understanding. In several centres learners had not analysed their own communication skills but those of the staff that they had observed. "Assessment evidence should consist of a report of an interaction in a relevant work-related context, in the care sector, between you and a person from one of the following care settings".

Centres are combining unit 5 (6942) Creative Activities with this unit which is to be encouraged. However, learners are spending more time describing the activities they have organised than the interactions they have participated in. Due to this, very little verbal communication was offered in the body of the report or in the transcript. For example; I used a soft, low voice, maintained eye contact and sat at their level. The majority of centres awarded marks in the appropriate band for Assessment Objective 1. Some

centres awarded marks too generously. This was usually because the learners discussed at some length the actual activity as opposed to the communication and transmission of value skills that they used during the interaction with the client.

Specialist language was apparent in many reports demonstrating a good level of knowledge and understanding of both communication skills and transmission of values as applied to a number of interactions.

Assessment Objective 2

The evidence for this assessment objective proved difficult for some centres to understand as to what actually was required. The learners need to demonstrate their ability to apply their knowledge and understanding to a work-related context. In mark band 1, they need to describe this whereas in mark band 2 they are asked to explain how the communication and transmission of values used were related to the particular work related context. Learners need to provide explicit evidence to show their understanding of this assessment objective as opposed to relying on implicit evidence from Assessment Objective 1.

Assessment Objective 3

Evidence for this assessment objective requires the learners to demonstrate their skills in obtaining information and analysis of work related issues. Most learners analysed barriers to communication skills and transmission of values as their work related issue. Learners gathered both primary and secondary information. Learners that correctly referenced secondary sources of information throughout their report and then provided an extensive bibliography showed best practice. Several centres provided witness statements as evidence that learners had demonstrated knowledge of communication skills and transmission of values in their interactions, the most successful being those that commented on the actual skills demonstrated by the learners. The centres may need to give guidelines to placements on how to write a Witness Testimony to make it of any value to the learner. They tended to say things like 'Kirsty was very good with the children' or 'The children really enjoyed the activity' rather than giving a critical evaluation of the communication skills demonstrated.

Assessment Objective 4

This proved to be the most difficult to provide relevant evidence for. Learners are required to demonstrate varying degrees of evaluative skills and draw reasoned conclusions based on evidence from their interactions. Several centres awarded marks in band 2 and 3 even though the learners had evaluated the actual activity that was carried out rather than their communication skills or transmission of values.

Most learners drew valid conclusions, however a small number discussed a range of issues connected to their settings.

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