

Moderators' Report/  
Principal Moderator Feedback

Summer 2012

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

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## **General Comments**

Centres appear to have a clearer idea of the requirements for the unit specification this series and their assessment judgements were sound. Most centres are now guiding learners to undertake 2 interactions however; there are still a few that are doing 4 or more interactions which makes the reports very descriptive and there is little or no analysis and evaluation. The majority of learners chose to carry out interactions in nursery schools and residential care homes. It was regularly seen learners' carry out interactions with clients with communication difficulties e.g. young non-English speaking children, children with Down Syndrome/Autism, elderly people with hearing difficulties, elderly people with Dementia/Alzheimer's disease, which puts unnecessary pressure and challenge on the learner to carry out these interactions successfully.

In good submissions, learners set out their work with an introduction explaining where they were going to visit. This enabled them to focus on the task in hand. Where learners launched straight into 'communication and the transmission of values', without an introduction, they tended to lose focus when they had to apply their knowledge to the interactions. Indeed, there were some pieces of work where it was a long way in before it became apparent who the client was. Some learners combined all 4 assessment objectives in a narrative throughout which made it very difficult to see how much they had produced on each one. For example, there were odd evaluative comments which made it difficult to gauge the mark band accurately – especially if there was not much annotation or if the annotation was inaccurate.

## **Assessment Objective 1**

The amount of knowledge and understanding of communication and the transmission of values varied greatly. Learners applied their knowledge of both the transmission of values and communication skills, however, links to theoretical material tended to be weak as did demonstration of knowledge of the care value base. Some learners used specialist language but did not always demonstrate their understanding, so there was plenty of SOLER but no explanation of what it meant or why it was being used in the interaction. It was rare to find a communication 'sandwich' or any other diagram to indicate how effective communication worked. There tended to be little independent thought or research beyond what had been possibly taught in the classroom. It was similar with the care value base. This tended to be written out almost to a formula, again with little apparent independent thought. A general weakness in this section of the work is that learners did not make thorough comparisons with respect to the use of communication and the transmission of values in order to meet mark band 3. It is quite worrying that learners and centres think that the inclusion of a comparison provides automatic access to MB3.

### **Assessment Objective 2**

The majority of learners achieved mark band 2 rather than mark band 3. The learners were applying their skills to work related contexts, with this being seen in the sensitivity to apply communication skills and transmission of values to the particular client groups, however application to other work related contexts was weaker and in most instances appeared to be a token inclusion to target MB3. They generally explained the communication skills that they used in their care setting, however few explored how they would use them in a different work related setting (even where centres had placed them in Mark Band 3). Many did not refer to the transmission of values and so were unable to access the higher mark bands.

### **Assessment Objective 3**

Learners demonstrated good research skills and were able to draw from a range of information sources which included the Internet and books. The use of witness statements were varied, ranging from some centres that had provided detailed witness statements to other centres that had provided statements that did not cover enough detail. For the most part, learners that did include witness statements rarely made reference to it; nor acknowledged it as a source of information. Learners were able to correctly identify and describe barriers to communication. For the most part they only briefly described how barriers to communication may be overcome, thereby meeting mark band 2 in this section of their work. Most learners did not meet mark band 3 as a consequence of not examining and explaining the possible barriers to communication and evaluate how they may be overcome. A particular weakness in the work seen for this assessment objective was that a number of learners addressed barriers to access rather than barriers to communication and only a very few addressed work-related issues and problems.

### **Assessment Objective 3**

Although learners had attempted to evaluate their work, it was mostly summaries of what had happened during the interactions rather than an evaluation of their own communication skills. Learners did not contribute enough information about their own performance, strengths, weaknesses and areas of improvement. Providing summaries rather than evaluation of learners' own communication skills is a particular weakness in this section of the work for the majority of the work sampled. Furthermore, very few suggestions were contributed about how communication skills can realistically be improved in the future. There were some witness testimonies. However these tended to be lacking in detail, concentrating on the activities and not the communication skills. Where there were good witness testimonies, the learners did not refer to them in their work to give themselves another perspective. A few created ratings charts but these were often ignored or else they did not really help. For example, one had a rating scale of 0-5 but did not give any idea what each number represented.

Generally the presentation of all learners' work was of a good standard. Some had excellent feedback from the assessor and very good annotation. A few had little of either.

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