

Moderators' Report/ Principal Moderator Feedback

June 2011

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

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General Comments

This series saw a large submission of portfolios for moderation for this unit and this report is based on a representative sample of the work moderated. Once again, 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, allowing them access to both primary and secondary sources of information.

Moderators noted that most work was received in the week after the submission date, with a number of centres with errors in their sample – either highest/lowest missing, or an insufficient sample. A decline in the annotation of scripts was noted, with fewer assessors taking up the recommended practice of placing the Assessment Objective and mark band obtained by the evidence in the portfolio. Common practice was just to tick the report, not necessarily by the evidence, which is unhelpful. The minimum requirement is to include page references for the evidence on the front record sheet.

The overall quality of work received was deemed to be weaker than seen in previous years.

Learners began their report with the established practice of an introduction, however many of these were unduly lengthy. A short introduction is a good way to begin, but centres are reminded that unless material addresses assessment criteria it attracts no credit and the learners' time would be better spent on research, reflection or the main body of the report.

As in previous series, learners appear to write 'all they know' about communication in care settings without focusing on what is required by the assessment objectives. Centres must encourage learners to focus on the communication and transmission of values between the learner and their chosen service user/s. This is particularly important for AO2 in which the learner needs to explain how communication and the transmission of values are related to the particular work related context.

There are still instances where the centre has misinterpreted the specifications or some of the criteria. Sadly, this was to the detriment of the learners. A few centres are still setting their own parameters by providing task sheets that demonstrate that not all the criteria have been interpreted correctly. Some centres are still using the Teacher Guidance notes as their assessment tool.

Assessment objective 1

In most of the samples moderated, there was evidence of both a one to one and a group interaction, however, a number of samples were seen with more than two interactions reported on. Where four interactions had been completed the work was repetitive and tended to only achieve in the lower mark bands.

The interactions are now being carried out mostly with client groups as opposed to fellow learners. On occasions the application of the transmission of values to communication was weak. Some uses of specialist language

and reference to the theory of communication. Comparison of the interactions is becoming more prevalent, albeit this is often included in Assessment Objective 4.

Assessment objective 2

The majority of learners covered the CVB but there is still some misunderstanding, with the inclusion of legislation appearing to be more prevalent than last year. There was once again, lack of explicit examples of the transmission of values and rights, with application being poor. A great deal of tokenism was seen with the right words being used but without a demonstration of real understanding, namely explicit examples of how they transmitted values.

Assessment objective 3

This section tends to be completed in some detail in relation to barriers, with some good examples seen of work related contexts and barriers, but very few related this to other similar contexts. A number of learners used appropriate sources of information but there was very few that successfully integrated theory into their work. Learners are still finding it difficult to apply textbook based knowledge to the work place setting, and therefore little analysis is seen. The evidence of research is very often implied by learners achieving marks in the E and D grades. Quite substantial bibliographies are included within the appendix; however, there is little evidence of any planning of the research having taken place. There was a heavy reliance on course textbooks – and web sites – many of these were not checked for validity and reliability.

Some centres include witness testimony but these are often only a confirmation that an activity had been carried out and provided little evidence for the learners to use in evaluations. The quality of witness statements is variable.

Assessment objective 4

The work seen in this section appears to be getting better, with learners now focussing upon strengths and weaknesses of their own interactions and being able to draw some reasoned conclusions. However, very few consider the transmission of values.

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