

Principal Moderator Feedback

Summer 2015

Pearson Edexcel GCE in Health
& Social Care (6940/01)

Unit 3: Positive Care
Environments

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Publications Code US040789*

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General Introduction

On the whole, administration was generally good this series although it is disappointing to note that moderators continue to see the incorrect addition of marks and incorrect completion of OPTEMs by centres. As has been mentioned in previous series, these errors may affect the overall grade learners receive and therefore centres are advised to check carefully before submitting work to the Board

Assessment Objective 1 requires learners to consider the rights of the individual when accessing care and how the Care Value Base could support those rights. Learners should focus on basic rights such as the right to freedom of choice and the right to information about their own health or the right to education and the right to play if considering Early Years. There should then be a discussion of the main tenet of the Care Value Base demonstrating and understanding of how, when implemented by service providers and carers, this would help support those rights. All elements of the Care Value Base should be discussed

As in previous series, there remains a significant number of learners who do not appear to understand that the Care Value Base is a support mechanism implemented to support the rights of the individual. It was pleasing to see that there was less focus on legislation for this Assessment Objective. Nevertheless, reference to the legislation in AO1 demonstrates a lack of understanding of the requirements of the assessment criterion and a limited ability to apply relevant knowledge. Centres need to draw learners' attention to the requirement to pick out relevant information when collating their portfolios.

The Quality of Written Communication appeared to have been assessed accurately in the majority of portfolios sampled.

Assessment Objective 2 requires learners to identify, explain and discuss a range of barriers to accessing care services and the possible effects those barriers may have on the creation of a positive care environment. It was pleasing to see that this had been assessed more accurately this series and learners were able to describe in more detail the possible effects of the barriers on service users; barriers were more clearly linked to the specific service users under discussion. Once again, there was limited reference to the effect on the creation of a positive care environment seen although in portfolios accessing the higher mark bands this had been discussed quite well with reference to methods to overcome the barriers suggested. Centres should note that it is important that where methods to overcome barriers are discussed, the information is applied to the creation of a positive care environment.

Assessment Objective 3 requires the learners to demonstrate research and analytical skills evidenced through discussion of how the development and implementation of internal policies and practice within care settings can help promote a positive care environment. As in previous series, marks were lost mainly in the learners' ability to analyse how Service Providers implement and develop those policies with development of policies being addressed very superficially in a large proportion of work seen. There was very little evidence seen on how the policies help to create a positive care environment. Learners continue to discuss a very wide range of policies and procedures and again, I would like to see a more focussed consideration of no more than three or four policies and/or procedures and consider these in detail

rather than describing several very superficially. Using the Staff Training and Development policy as an example, implementation might be described by considering the range of statutory training required within the service provision under discussion. This might include induction, Manual Handling and Fire Safety as examples. Learners could also discuss the identification of relevant training opportunities through the appraisal system implemented by the service provider. Development of the policy could be considered through a description of how the service provider evaluates the effectiveness of any training undertaken to decide whether to run this training again. Similar analysis should be made of other policies and procedures within the setting. As in previous series, the sources of information used tended to be limited, referencing was poor and few learners included comprehensive bibliographies demonstrating weak research skills.

Assessment Objective 4 requires the learners to demonstrate evaluative skills by considering how well current legislation safeguards and promotes the rights of service users. Learners in England and Wales, but not Northern Ireland, should now be referring to the Equality Act 2010 although a large number of learners continue to refer to the various pieces of discrimination legislation which is now no longer relevant. Given that the Equality Act 2010 has now been in effect for 5 years learners should not be considering out of date legislation. As in previous series, many learners appear confused as to what is required by this assessment objective with some aspects being missed by most learners. There are three elements to the assessment objective: learners are expected to choose no more than three relevant pieces of legislation and discuss the service provider's responsibilities under that legislation, in other words, they should consider what the legislation requires the service provider to do.

As an example, one requirement of the Data Protection Act is that all data must be kept secure. Learners are also required to evaluate the effectiveness of legislation promoting the rights of service users. Demonstration of evaluation skills continues to present problems for learners with a large percentage providing no evidence of an ability to evaluate. Despite these omissions, as in previous series the average mark awarded for this assessment objective remains towards the top end of mark band 2 demonstrating a misunderstanding of the requirements on the part of the assessors. Learners should be encouraged to consider the strengths and weaknesses of the legislation under discussion in terms of how it supports and promotes the rights of the service user and then draw valid conclusions. Evaluation of the Data Protection Act might include a discussion on the benefits for the individual in knowing that their personal information will not be shared with any unauthorised individual; however a weakness is that there is general confusion over who data may legally be shared with leading to poor communication between agencies.

The third requirement of the assessment objective, the consideration of methods of redress available to service users, was covered well by some learners but there remains a significant number who discussed methods of redress which are not relevant to this task such as Industrial Tribunals and the role of Trade Unions. A significant number of learners refer to Whistle Blowing. Centres should note that primarily, this is not a method of redress, but secondly it is not an option available to service users. Whistle blowing is a facility used by care professionals to 'report' bad practice. Learners must focus on methods of redress available to service users not care professionals.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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