Examiners' Report /
Principal Examiner Feedback

Summer 2010

Principal Learning

Society, Health and Development
Level 3 Controlled Assessments

A PEARSON COMPANY

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

http://www.edexcel.com/Aboutus/contact-us/

Contents

Principal Learning Society Health and Development

Level 3 Controlled Assessment Units

Level 3 Introduction

This is the third full series of the Advanced Diploma in Society, Health and Development.

The Moderators 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, which is becoming more widely used by Centres.

Centres are also more attuned to 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 Moderators 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.

Centres are reminded that moderated marks were based solely on the Mark Bands contained within the Marking Grids.

As in previous series, the Moderators note that some submissions were substantial in quantity. Edexcel strongly recommends that all Centres are clear about how to apply the relevant controlled conditions when preparing work for internally assessed units. Further guidance is available through any of the national or bespoke training events which Edexcel offers or through asktheexpert@edexcel.com

The Chief Examiner hopes that the recommendations included at the end of the Report will prove useful for Course Tutors.

Course Tutors are also recommended to attend Edexcel's 'feedback' training events on this examination series. The events will take place in Autumn 2010 and details can be found at www.edexcel.com.

The Chief Examiner would like to thank Course Tutors and learners for their efforts in making the work of Edexcel's moderators more manageable in the following ways:

- the careful completion of Candidate Record Sheets
- the accurate calculation and submission of marks
- the excellent notation of the portfolios
- the overall accuracy which Centre Assessors achieved in their awarding of marks

It seems clear that this situation is a result of the effectiveness of Edexcel's training for practitioners and for Domain Assessors and it is hoped that Course Tutors will continue to avail themselves of these opportunities.

The Chief Examiner is once again very pleased to commend the contribution made by the learners.   As in previous series, learners sometimes choose to follow the order suggested by the Learning Outcomes. Where other learners developed individual approaches to these units, these were often successful. In future series, we hope that more learners to demonstrate such confidence.

Level 3 Unit 3 Partnership Working

General Comments
The Moderators are, once again, very pleased to report that there were a good range of submissions for this unit. Course Tutors are reminded that learners must explain why the organisations they have chosen constitute partnerships. It is acceptable to choose **either** three separate organisations and show how each works in partnership **or** to choose one organisation and show how three partnerships contribute to it. Learners must clarify their rationale, preferably in an introduction. Course Tutors are also asked to include Assignment Briefs in future submissions.

Learning Outcome 1
Most centres guided learners to select three appropriate partnerships for investigation, although not all learners clarified why the organisations they had chosen constituted partnerships. Full consideration of the approach to research was not often evidenced. Once again, 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. The Moderators further recommend that learners will need to focus more effectively on their explorations of issues from different perspectives.

Learning Outcome 2
All learners need to distinguish between statutory and non-statutory provision and clarify the differences between the two. Analyses could show the impact of such arrangements.
Course Tutors are advised that work did not attain the highest Mark Band because it did not analyse the roles and key features of the partnerships. In order to do this, learners should indicate the impact of these things on service users and (ideally) support their claims with evidence.

Learning Outcome 3
As in previous series, there were very good responses to this Learning Outcome and it seems clear that Course Tutors and learners are secure in their understanding of this particular Learning Outcome.

Learning Outcome 4
Most learners showed that they could analyse the outcomes of shared information and they are commended for their efforts.

Learning Outcome 5
Some Learners found it difficult to focus on the service user as a key influence on service provision and it might be useful if Course Tutors spent a little more time on the implications of the term 'service user', encompassing other dimensions than being an individual who is only considered as an 'end-user'. Service users can be involved in service provision for instance by taking part in research to improve services.

Learning Outcome 6

The Moderators are, once again, happy to note the very encouraging responses to this Learning Outcome. Team events were obvious sources of learning and enjoyment and evidence from the three settings was plentiful. In the weakest portfolios, the Moderators note the lack of development of collaborative relationships and a paucity of reflection on the process.

Concluding Comments

Most centres provided clear direction to learners and there were effective and well-considered responses to all the learning outcomes. Where included, Assignment Briefs were clear and written in language appropriate to the learners and they were able to respond effectively to them. Assignment Briefs written by Course Tutor(s) which were tailored to the specific situations of their learners produced the most successful response to the Learning Outcomes. Tasks in the Assignment Briefs were accessible to the full range of learner ability

Centres could to do more to encourage their learners to accurately identify relevant source material. Lack of detail in the annotation of some portfolios makes it more difficult for the moderators to find evidence for the awarding of marks and Centre Assessors are asked to give this matter their attention in future series.

Level 3 Unit 4 Communication and Information Sharing

General Comments

The unit specification suggests that Centres may wish to take a 'training toolkit' approach, but generally speaking, this is not adopted by learners. Essays are the preferred method for Learning Outcomes 1, 2, 6 and 7. For Learning Outcome 3, some Course Tutors require the learners to produce information in a tabulated format but others produce a structured essay. For Learning Outcome 4, learners often produce an essay but some Centres have required learners to produce a leaflet. For Learning Outcome 5A, two pieces of reflective writing, sometimes against a given structure, but more often 'free style' are included and for Learning Outcome 5B, all Centres submitted witness statements.

The Moderators were very pleased to see that some learners produced a power-point presentation, including some with accompanying text. They seemed to be aware that a toolkit need not just be a report and the slides and texts served as useful guides to those intending to work in a partnership in one of the four sectors. These learners are commended for this added dimension to their portfolios.

Learners are free to use a variety of formats, such as a pack, PowerPoint presentation and/or a DVD or video. 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 would also find it helpful if learners could provide an introduction to each Learning Outcome to explain what they are about to do. Where for example, in Learning Outcome 2, learners provided information about barriers to communication, it might be appropriate to briefly outline why they exist at all or to say, for example, why they are specific to the four sectors.

Learning Outcome 1

Learners were able to describe methods of communication and consider their effectiveness. The work seen by the moderators now more often includes information about communication cycles. In the evaluation, learners should consider the impact which methods of communication have on individuals. Learners should give some evidence of how the lives of individuals have been improved.

Learning Outcome 2

Increasingly, Centres are requiring learners to relate Learning Outcome 2 to a work placement experience. Learning Outcome 2 has two command verbs in Mark Band 3 (evaluate) and some learners lack focus on this.

Learners were more comfortable with the demarcation between identifying the barriers to communication and how these can be overcome and these were comprehensively covered (both within and across the sectors) in the work of the most-able learners. The Moderators saw less evidence about how and when approaches to overcoming barriers should be applied.

Learning Outcome 3

Learners' responses to this Learning Outcome continue to demonstrate significant development from the previous series and they are commended for this.

As in previous series, learners who have provided only brief tabulated responses to single word definitions continue to receive marks in the lower Mark Bands. However, a wider range of categories was considered and the Moderators applaud this.

The Moderator advises learners to avoid making generalisations about the impact of terminology on service users and to support any claims with evidence.

Learning Outcome 4

Centres are following the specification to the letter in selecting the technologies. Learners often illustrate this Learning Outcome in considerable detail. Evaluations should consider the impact of technology on service users and how their lives are improved. Supporting evidence is always appreciated.

Learning Outcome 5

There were some very effective responses to this learning outcome. However, in some cases only one interaction was included. The Moderators were pleased to see that some learners could explain the circumstances of the interactions they were about to consider. Learners should, as far as possible, choose situations which are going to enable them to gain greater insight into communication as it applies within and across the four sectors.

Some Centres do not address the planning requirement. Learners find analysis of their skills accessible but many find the concepts of evaluation challenging and require more guidance.

Some supporting Diploma Observation Records supplied clear justifications for the awarding of marks and the Course Tutors and/or observers are commended for this.

Learning Outcome 6

Learners often adopt a highly structured approach to this Learning Outcome. Those who take this approach find that they can manage the task of collating evidence with greater efficacy. Learners were often successful in accessing Mark Band 3.

The Moderators suggest that learners should contextualise their arguments by including reference to relevant legislation and the impact this has on information sharing.

Learning Outcome 7

The Moderators would like to see more learners attain Mark Band 3 in this Learning Outcome. Whilst most learners identified the three settings required and showed how recording and reporting were carried out across the four sectors, they were less confident in reaching judgements about the effectiveness of such arrangements and might need more support in future series.

Concluding Comments

Most centres provided clear direction to learners and there were effective and well-considered responses to all the learning outcomes. Where included, Assignment Briefs were clear and written in language appropriate to the learners and they were able to respond effectively to them. Assignment Briefs written by Course Tutor(s)

which were tailored to the specific situations of their learners produced the most successful response to the Learning Outcomes. Tasks in the Assignment Briefs were accessible to the full range of learner ability

Centres could to do more to encourage their learners to accurately identify relevant source material. Lack of detail in the annotation of some portfolios makes it more difficult for the moderators to find evidence for the awarding of marks and Centre Assessors are asked to give this matter their attention in future series.

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

General Comments

The specification provides a detailed list of the sorts of evidence which may be included. Course Tutors and learners are reminded that it is not necessary to submit all the evidence on the list, particularly as this might result in using more time than permitted by the application of controlled conditions. Those centres which ask learners only for evidence directly focused on achieving the Learning Outcomes are less likely to find themselves in such a situation. The Moderators also remind Course Tutors and learners that the key criterion is to submit evidence which meets the requirements of the marking grids. This does not require every single record/diary/report/observation but only those that provide direct and relevant evidence.

Learning Outcome 1

Whilst most learners selected two relevant pieces of legislation for discussion in this Learning Outcome and were able to link these to organisational policy, those who used the Human Rights Act had difficulty in ensuring the subsequent focus on policies and procedures. The Moderators suggest that some learners will need more support if they are to make evaluative judgements about the effectiveness of legislation in governing professional practice.

The Moderators feel that this aspect of Learning Outcome 1 (activities and actions in the workplace) can have some bearing on Learning Outcome 2 (day-to day routines in the workplace) and they could be linked to enable learners to grasp the ideas more clearly.

Learning Outcome 2

The Moderators recommend that learners include a brief explanation of what principles and values are and why they are important. This might help them to clarify the nature of the specified workplaces in which they find themselves. There were nevertheless, well-considered responses to this Learning Outcome and the evidence supplied by learners was, mostly appropriate and they are commended for this. The Moderators would also like to see more evidence relating to non-routine situations.

Learning Outcome 3

Centres are directing learners to sound definitions of evidence based practice but the examples selected by the learners need to be more appropriate. 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. Some learners included their evidence on reflective practice in Learning Outcome 5 and whilst this is acceptable, it once again emphasises the need for learners to qualify their approach in an introduction to the unit or to the Learning Outcome itself.

The Moderators were pleased to see, in the work of the more-able learners, effective incorporation of source material and recommend that all learners adopt this practice.

Learning Outcome 4
A small number of centres misdirect learners to consider workers' roles rather than issues around CPD. However, this is less common in this series than in previous ones. Evidence (perhaps in the form of statistics) would improve the quality of the analyses in Mark Band 3.

Learning Outcome 5
Learners were a little less secure in this Learning Outcome and this was perhaps due to the need to cover in more detail how reflective practice impacts on service provision. Whilst learners may well be able to identify the benefits of CPD for individual practitioners, they need to more clearly address the issues around service improvements.

Learning Outcome 6
Learners are expected to link their personal development plans into the objectives of a named organisation. Some centres do direct learners in this way and do so through an additional column in a traditional action plan. There were very good considerations of this in the best work, showing a real interest in the work of the four sectors. Learners are commended for this.

Learning Outcome 7
Learners who select situations around work experience are often able to make clearer sense than those learners who consider personal issues. The focus should be on ways of resolving problems in workplace settings using different perspectives eg from the point of view of the service user; the service provider; those who commission such services and those who make policy.

Concluding Comments
The Moderators note that some learners included workplace diaries. It is very important that the explanations of why they are relevant and how they enabled the learner to reflect and apply their knowledge should be included as was the case with some learners.

The inclusion of task sheets tailored to the organisations where some learners had undertaken their work placements was most appropriate and indicates to the Moderators that Course Tutors had a very clear idea about the best way to approach the requirements of this particular unit. The Moderators commend their approach.

Most centres provided clear direction to learners and there were effective and well-considered responses to all the learning outcomes. Where included, Assignment Briefs were clear and written in language appropriate to the learners and they were able to respond effectively to them. Assignment Briefs written by Course Tutor(s) which were tailored to the specific situations of their learners produced the most successful response to the Learning Outcomes. Tasks in the Assignment Briefs were accessible to the full range of learner ability
Centres could to do more to encourage their learners to accurately identify relevant source material. Lack of detail in the annotation of some portfolios makes it more difficult for the moderators to find evidence for the awarding of marks and Centre Assessors are asked to give this matter their attention in future series.

Level 3 Unit 6 Safeguarding and Protecting Individuals and Society

General Comments

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.   Whilst the specification suggest that the single assignment is a report, learners tend to produce a separate essay each for Learning Outcomes 1, 2 and 3; a leaflet for Learning Outcome 4; completed forms with reflective writing for Learning Outcomes 5 and 6 and a further essay for Learning Outcome 7. It is hoped that more innovative approaches will be adopted in future series.

Learning Outcome 1

Selection of relevant legislation is the key to success in this Learning Outcome across all Mark bands. Less able learners might need more support in order to incorporate the required three pieces of legislation successfully.

The two command verbs in this Learning Outcome require learners to consider carefully the roles of two workers in safeguarding and protecting individuals from harm and abuse. Where learners are using their work placements to provide evidence for this learning outcome, they are reminded to anonymise all names and settings in order to maintain confidentiality. If, on the other hand, learners only refer to the day-to-day routines and procedures, this is not necessary.

Learning Outcome 2

Learners could usefully draw on material from Learning Outcome 1 in order to show the impact of legislation on the ways workers support individuals, groups and communities. This should enable them to understand more clearly the roles that such workers undertake.

Some less-able learners resorted to lists of what workers do without the required focus on balancing risks and freedoms.

Learning Outcome 3

Learners felt comfortable with this Learning Outcome. The way that learners address the two main issues, role boundaries and trust, varies from centre to centre, but all centres need to ensure that both issues are considered. In future submissions, the moderators would like to see more detail about how professional boundaries are maintained and the way legislation and codes of practice govern such boundaries. This will also enable learners to draw links between this Learning Outcome and Learning Outcome 1.

Learning Outcome 4

Information for this Learning Outcome is often produced in the form of a leaflet and can often focus on children to the exclusion of other vulnerable groups. In this series, it was pleasing to see a wider range of vulnerable individuals (the elderly and those living with a learning disability) included in the work of some learners. The moderators recommend that all learners provide examples of what steps should be taken in response to potential harm or abuse.

The moderators were also very pleased to see the inclusion of statistics in the work of some learners for this Learning Outcome. Learners must identify the source of any evidence which they include and say what the statistics tell them about how abuse is recognised and what should be done about it.

Learning Outcome 5
The two forms required, a risk assessment and a health and safety audit both need equal attention in terms of evidence and learners should be providing a reflective account of both processes. Nearly all learners provided an explanation of the difference between a risk assessment and a health and safety audit and the moderators hope that this instance of good practice will continue.
Where Edexcel's Diploma Learner Observation Records are used to support this Learning Outcome, it would be helpful if observers could provide clear details about how a particular mark was awarded. 'Good risk assessment' does not provide the required insight.

Learning Outcome 6
Risk assessments for supporting crime reduction were often detailed and well-planned. The use of primary research by some learners produced some useful insights into the perception of crime in their local area and the ensuing data was appropriately applied. In terms of secondary data, Course Tutors may wish to look at changes to crime rates in specific localities to enable learners to access Mark Band 3.

Learning Outcome 7
This Learning Outcome contains two command verbs and this was not addressed by all learners. The moderators feel that the evaluation of the action plan is a challenging issue for some learners, who would benefit from more intensive support for this exercise.
This learning outcome makes clear that learners must consider the coping strategies used in professional situations. These are not only very different from those used in personal situations but they are also regulated. In future series, learners are asked to consider only the ways that coping strategies are used in the four sectors.
Some learners achieved very well and were able to evaluate the development of their own strategies for dealing with conflict because they were able to relate them to their own work placement.

Concluding Comments
The Chief Examiner discourages learners from including downloaded material without any comment on its usefulness or relevance. Where learners included material from codes of practice or policies and procedures, they should acknowledge their source and explain why they have included it and what insight it provides. It would also be useful to the Moderators if in future series, all learners included introductions which outlined the approach which they intend to adopt.

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, as far as possible under the application of controlled conditions, 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 identified in the specification will be rewarded.

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.

<u>Please note:</u> *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.*