Moderators' Report/
Principal Moderator Feedback

Summer 2012

Principal Learning
Society, Health and Development
Level 3 Controlled Assessment Units

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Introduction

The Principal Moderator is once again very pleased to report that many learners continue to produce high quality portfolios in the coursework units. Course Tutors actively support learners in accessing the full range of mark bands. Many learners apply their knowledge confidently and effectively. More learners are gathering evidence from their work placements and this is to be encouraged.

Accuracy in awarding of marks by assessors is improving in some centres.

Learners are asked to tick the box on the Candidate Record Sheet giving their consent to Edexcel to use their work for training purposes. Annexe E contains information about controlled assessment conditions. Where Course Tutors are unsure about the application of controlled conditions they are advised to use Edexcel's **Ask the Expert** service or request in-house training using the link below.

Course Tutors should refer to the E9 moderator feedback reports for each of their individual units. These reports are specific and they are intended to provide support and direction to enable future learners to attain the highest mark bands. Additionally, the advice and guidance provided in the following individual unit reports is designed to consolidate good practice and enable learners to make progress.

The Principal Moderator hopes that the recommendations included at the end of this report will prove useful for Course Tutors, assessors and learners.

Course Tutors and assessors are also recommended to attend Edexcel's 'feedback' training events on this examination series. The events will take place in Autumn 2012 and details can be found at the following link:

http://www.edexcel.com/quals/diploma/Pages/training.aspx

The Principal Moderator draws attention to the following requirements:

- The completion of Candidate Record Sheets with all necessary information.
- The accurate calculation and submission of marks on Edexcel Online.
- Annotation is most helpful to the moderation process, particularly if assessors indicate the relevant mark band awarded top each paragraph/section.

Centres must not use any BTEC assessment or verification forms when assessing work for Principal Learning.

Centre Assessor feedback to learners should not be included. Moderators will disregard any feedback during the moderation process. Course Tutors are reminded that the final version of the portfolio should be completed

under controlled conditions. Further feedback to learners should not therefore be given.

Where, for example, learners deliver a power-point presentation, the moderator will expect to see copies of the slides and the accompanying notes. Claims by the Course Assessor that the learner has demonstrated the higher level skills required to attain Mark Band 3 must be supported with suitable evidence. Where such work is assessed by the Course Tutor using a Diploma Learner Observation Record, this does not in itself constitute sufficient evidence for the Moderator and without evidence, the Moderator will be unable to award marks.

Level 3 Unit 3: Partnership Working

Overview
- Course Tutors provided mostly clear directions to learners and there were some effective and well-considered responses to all the Learning Outcomes.
- Where included, Assignment Briefs were usually based on those suggested by Edexcel.
- Marking criteria was mostly successfully applied, accurately and consistently by most assessors. Where BTEC assessment approaches were applied by some centres, marking was not accurate and the Principal Moderator expresses concern that the distinction between BTEC and Principal Learning was not clearly understood by such centres.
- Not all Course Tutors are using Edexcel's Diploma Observation Records to support and clarify their awarding of Learning Outcome 6b. Centres are specifically asked not to use BTEC assessment forms.
- Not all annotation seen was clear and consistent. In some cases, work was not annotated. Course Assessors are asked to give their full attention to this in future series and to ensure that all annotation enables the Moderator to see where marks have been awarded.

Learning Outcome 1
Whilst some learners produced plans describing their investigation and identified a range of research methods, primary and secondary sources were often considered in limited detail. There were some references to quantitative and qualitative approaches although these were not clearly understood. In some portfolios, reference to interpretive methodology was made. Whilst this is most encouraging, the learners concerned did not understand its implications and are strongly advised to adopt a positivist approach. Issues, events or problems are not explored from different perspectives. Whilst more-able learners did provide some very good examples, most work was mainly explanatory.

Learning Outcome 2
Generally learners were able to explain key features, but there was a tendency for the evidence to lean towards a description of an organisation, with less emphasis on the partnership aspect. Some learners need to understand more clearly what is meant by partnership working. Less-able learners often described an organisation (nursing home/hospice etc) and listed the professionals involved with the service. In this series, there was more focus on multi agency and multi-disciplinary working. Where some learners chose partnerships such as borough councils and police forces, there was little guidance apparent from centres as how to understand such large and complex organisations.

Learning Outcome 3
Most learners were able to identify barriers and benefits but due to the choices they made in Learning Outcome 1, some were unable to focus sufficiently on these in respect of partnership working. In some portfolios there was limited evidence to support the claims relating to management of

barriers. The focus was on the benefits of an organisation (hospice/care home etc) rather than partnership working.

Learning Outcome 4
Whilst there was a general coverage of communication methods, few learners looked specifically at the methods of communication and information sharing within specific organisations. There was a tendency for learners to repeat the same information across all three examples. Some learners adopted a flow chart approach to this Learning Outcome which did not enable them to achieve in the higher mark bands.

Learning Outcome 5
Whilst most learners offer explanations of why service users are central to partnership working, some continue to have difficulty in explaining why partnership working influences provision for the people who use the services. This has been the case in previous series and the Moderators suggest that this aspect of the Learning Outcome needs to be looked at more carefully.

Learning Outcome 6A
Gratifyingly, some learners were able to evaluate their own development. Stronger learners provided evaluations that considered relevant, rather than generic skills.

Learners who attained the lower mark bands submitted workplace log books and reflective diaries as evidence without exploring their own development. Once again, the Moderators were presented with substantial amounts of material without any attempt on the part of the learner to show why it was relevant to a particular learning outcome.

Learners tended to focus on what they did as part of a group task, providing a narrative account indicating what they did as an individual as well as what others in the group did. There was less evidence about what the learner themselves found out about working with others.

Whilst most learners seem to have completed some work experience, several did not make the most of opportunity to generate worthwhile evidence for this learning outcome. Diploma Learner Observation Records usually only related to the team activities and rarely to work experience. They tended not to be very specific about collaborative relationships but more about 'enthusiasm' or 'feeling happy' on the part of the learner. Some learners participated in two, rather than three collaborative activities and in some portfolios, this was not clear at all.

Learning Outcome 6B
Very few learners make their reflective journals evaluative and again the Moderators suggest that more support is needed to achieve this.

Level 3 Unit 4: Communication and Information Sharing

Overview
Generally, centres are awarding marks for this unit both accurately and consistently with only a small minority being too generous. Any generosity still derives from Learning Outcome 7, although learners appear to be grasping the elements of this Learning Outcome much more clearly.

Learning Outcome 1
Learners were able to address the main issues in this Learning Outcome with a more considered approach to the communication cycle than in previous series. Cultural dimensions were still approached differently at different centres. Texting, e-mailing and video-conferencing as means of communications are starting to appear in this section. Some learners are using work experiences to contextualise this Learning Outcome. Some centres were stressing the importance of communication rather than the methods.

Learning Outcome 2
This is a two command verb outcome and as in previous series, some centres are still not clearly directing learners to the second half of the Learning Outcome. Having said this, centres are again finding that evaluating barrier to communication challenging.

Learning Outcome 3
Centres find this to be a challenging outcome despite its apparent simplicity. Learners are selecting terms and giving definitions, rather than considering how these are used to facilitate communication between and across sectors. Few learners were able to consider how sharing terminology supports high quality service provision. Analysis is still a challenge to learners.

Learning Outcome 4
Once again, centres are following the specification to the letter in selecting the technologies. Whilst learners demonstrated good understanding of the value of this technology, there was still little evidence of how technology could aid communication for those with a range of impairments. Learners were still finding it easier to list advantages and disadvantages rather than evaluating.

Learning Outcome 5
All centres clearly require learners to undertake and produce evidence of two interactions. Some centres are not asking learners to pay equal attention to both interactions and the second one can be treated quite superficially. Learners often still do not address the planning requirement for this Learning Outcome. Learners find analysis of their skills accessible but many find the concepts of evaluation challenging and appear to require more guidance.

Learning Outcome 6

Some centres, but not all, are taking a more structured approach to this Learning Outcome and as a result the learners are more closely addressing the relevant issues. Some learners found exploring the tensions that exist between confidentiality and the need to share information to be challenging.

Learning Outcome 7

Many learners are providing very generalised accounts. The marking grid requires that the learners focus on three settings and some learners still do not clearly identify these. Learners often achieve only Mark Band 1/Mark Band 2. The focus was mainly on systems of recording but little reference was made to overarching policies. Most centres are now requiring learners to separate this Learning Outcome from Learning Outcome 6 in their portfolio than in previous series.

Other factors:

Links to workplace experiences are to be applauded and encouraged. Some centres are still not using Mark Band annotation consistently in the marking process and this must make internal moderation more difficult. Centres are encouraged to fill in page numbers for the Learning Outcomes on the Candidate Record Sheets and to include Assignment Briefs. Few learners are referencing their evidence or producing contents pages or bibliographies for this unit and centres may wish to encourage learners to adopt this type of approach to the construction of evidence.

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

Overview
The vast majority of learners are working consistently and accurately with this unit. Mark Band 3 for Learning Outcomes 1, 3 and 7 are not achieved by most learners.

Learning Outcome 1
Most centres have selected from a range of appropriate legislation but some still fail to direct learners to pick the most relevant to organisational policies and procedures. There is some indication that centres are asking learners to show a clear understanding of the difference between a policy and a procedure and this is to be applauded. In some centres, the choice of the workplace is unclear and learners therefore fail to achieve the higher mark bands. There are some instances where learners are quoting out-dated legislation as the starting point for this Learning Outcome.

Learning Outcome 2
Centres are paying attention to the requirement to consider routine and non-routine activities but there is still a tendency for learners to give diary/timetable type information rather than considering the overall purpose of an organisation. Some learners consider the underpinning principles and values of the service but this aspect still needs further attention.

Learning Outcome 3
Some centres appear to be directing learners to more sound definitions of evidence based practice but the examples selected by the learners still seem to be poor in some centres. A small number of centres did not address the Evidence Based Practice element of this Learning Outcome. Many learners provide clear accounts of Kolb and Schon but there is a lack of evaluation in relation to reflective practice.

Learning Outcome 4
Learners' responses to this Learning Outcome are much improved with many learners showing clear understanding of the roles and responsibilities inherent in the CPPD processes in most centres. One learner misinterpreted the Learning Outcome to focus incorrectly on general roles and responsibilities. This has not been seen for a number of series.

Learning Outcome 5
While learners may well be able to identify the benefits of CPPD for individual practitioners, they are still finding it challenging to identify specific examples of how CPPD potentially improves service delivery and analysis is still generally lacking.

Learning Outcome 6
Many centres/learners still do not link the personal development plans into the objectives of a named organisation. The quality of SWOT analyses continues to be variable from single words entered into a boxed format to detailed prose accounts. The quality of action plans is also very variable.

Learning Outcome 7
Learners' responses still tend to be explanatory at best and fail to consider the requirements for "using different perspectives".

Other factors:
- Centres should encourage learners to include a plan for Learning Outcome 1 and to provide an overall account of the services delivered by the selected organisations before considering a typical day.
- Learners need to be guided around Evidence Based Practice, recognising that it originated in the health care sector. The exact nature of the evidence should be identified as a starting point, ie. a named piece of research before the learner then moves on to discuss implementation in practice.
- Learners should be asked to consider practical examples where staff training improves service delivery, eg. hand-washing training reducing the incidence of hospital acquired infections, training on personalised care improves the experience of people with learning disabilities in day centres, training teachers in questioning techniques in class can improve pupil participation in lessons.
- Learners should link personal action plans to the objectives of a named organisation. This can be done through identifying the personal qualities, skills, knowledge and qualifications sought in employees to the named organisation.

Level 3 Unit 6: Safeguarding and Protecting Individuals and Society

Learning Outcome 1
The selection of legislation is generally sound but learners can confuse primary legislation and regulation. This is a two command verb Learning Outcome and centres need to consider carefully the requirement to consider roles of two workers in safeguarding. The roles of workers could focus more closely on their safeguarding responsibilities and limitations. Learners often found it challenging to analyse roles and access Mark Band 3.

Learning Outcome 2
Learners are able to explain the roles of workers through reflecting on their workplace experiences. However, the focus tends to be on safeguarding individuals and there is less emphasis placed on groups and communities. Learners provided limited evidence of methods for balancing risks and freedoms.

Learning Outcome 3
Centres have developed learners' responses for this Learning Outcome and now some are considering both the trusting relationships and professional boundary setting. Learners do not use published material to any great extent for this Learning Outcome and therefore often cannot access the higher Mark Bands.

Learning Outcome 4
Learners tend to focus on the signs of abuse and some are considering this over a wide range of individuals. However, there appears to be less emphasis in the learners' work on the steps to be undertaken when abuse is suspected. In particular, learners find it difficult to analyse these steps for marks in Mark Band 3.

Learning Outcome 5
Two completed forms are 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 the two processes. Most learners are able to provide evidence for both the assessment and the audit activities but do not direct them to provide a commentary. This can restrict learners to the lower Mark Bands. A few centres submitted evidence of either the assessment or the audit but not both.

Learning Outcome 6
Risk assessment to support crime reduction is done well to Mark Band 1 and Mark Band 2 levels in some centres. In order to evaluate, learners need to be considering statistics in some way to enhance objectivity but many centres do not appear to direct learners this way.

Learning Outcome 7
Conflict resolution and coping strategies are often well described by learners but Learning Outcome 7 contains two command verbs and the evaluation of their action plan is a challenging issue for learners who would benefit from some sort of supporting framework for this exercise. This action plan continues to be the weakest part of many learners' evidence.

Other factors:
- Selection of relevant legislation is the key to success in Learning Outcome 1 at all Mark Bands.
- Centres should be directing learners to the various codes of professional conduct issued by bodies such as the Nursing and Midwifery Council, the Health Care Professions Council and the General Social Care Council. By doing so, learners will have more underpinning for Learning Outcome 3.
- For Learning Outcome 4, learners should be encouraged to place more emphasis on the steps which should be taken when abuse is suspected.
- For Learning Outcome 6, centres may wish to look at crime rates in specific localities and relate these to their findings in the risk assessment to support crime reduction.

Concluding recommendations
- The Principal Moderator discourages learners from including downloaded material without any comment on its usefulness or relevance.
- Where learners include 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 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:

- all learners include introductions, conclusions and bibliographies in their portfolios
- all learners support their claims with well-chosen empirical evidence, for example in the form of statistics and/or reports
- relevant source material is accurately identified
- inclusion of sub-headings which clearly indicate where individual sections can be found
- spell checking is accurately applied
- under the application of controlled conditions, pagination is used
- only the final version of work is submitted. Draft versions are not needed and nor are copies of completed questionnaires
- annotation does not include comments such as 'good' or 'well-chosen example'. Such comments do not form part of the moderation process and Moderators are looking only for evidence which meets the requirements of the Learning Outcomes and the associated Mark Bands
- BTEC assessment/verification forms are not used
- portfolios are appropriately and securely bound and submitted in folders
- Course Tutors encourage their learners to adopt these approaches to their 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.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:
http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx

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