

Level 3 Technical Extended Diploma in Health and Social Care (601/8435/8)

Assessment: P001379 HSED2

Submission date: 11 May 2022 – 10 June 2022

This report contains information in relation to the external assessment from the chief examiner, with an emphasis on the standard of learner work within this assessment window.

The aim is to highlight where learners generally perform well as well as any areas where further development may be required.

Key points:

- Grade achievements
- Administering the external assessment
- Standard of learner work
- Assessment structure
- Use of word allocation
- Criteria requirements and command verbs
- Referencing of external assessment tasks
- Assessment criteria
- Regulations for the conduct of external assessment

It is important to note that learners should not sit the external assessment until they have taken part in the relevant teaching of the full qualification content.

Grade achievements

Grade	NYA	D	C	B	A	A*	Learners	739
% of learners	3.11	30.58	41.95	23.68	0.68	0.00	Pass rate	96.89

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our regulations for the conduct of external assessment. Learners may require additional pre-release material in order to complete the tasks within the paper. These must be provided to learners in line with our regulations.

Learners must be given the resources to carry out the tasks and these are highlighted within the [Qualification Specific Instructions for Delivery](#) document (QSID).

Standard of learner work

The standard of work for this submission was generally of an appropriate standard. Many candidates had used a large amount of the available word count but only attempted up to B grade, which was reflected in the reduced number of scripts not achieving a grade. (In the previous assessment window, some candidates used a small number of words to respond to the D criteria, merely identifying ways, rather than describing, which blocked achievement).

Assessment structure

The requirement to identify each criterion being responded to was adhered to by candidates, supporting achievement. Candidates identified criterion being addressed and referencing requirement was mostly adhered to. Where the command verb and title were appropriately, considered the requirements of the criteria were generally met.

Use of word allocation

Candidates used the word count in a measured way, ensuring that the responses to the lower grades were given appropriate regard. This resulted in few NYA grades, because of failure to achieve criterion in the D grade.

Criteria requirements and command verbs

The command verbs were adhered to by most candidates. Where the command verb was not considered within responses, achievement was limited, this was mostly evident in A and B grade responses.

Referencing of external assessment tasks

Referencing criteria is achieved by:

Including a minimum of 2 quotes per grade that are clearly identified within the discussion (through use of quotation marks) followed by the source.

Referencing criteria is NOT achieved through:

- Use of essay websites –which should not be used at all within the assessment
- Paraphrasing does not meet the referencing requirements, so should be avoided, or used minimally to support own understanding
- Quotes that are presented separately from the main response do not meet referencing requirements

Assessment Criteria

D criteria

- D grade criteria must be responded to in line with the command verbs, (describe and explain) and in context of the title. Presenting a limited response which merely 'identifies' ways/reason, will not support achievement as this approach does not meet the requirements of the grade.

C criteria

- C grade criteria requires considered discussion/explanation which focuses on both the criteria and the title.
- C3 requires a discussion related to a standard that underpins practice and not a legislation or an Act.

B criteria

- B1 criteria requires a response that discusses the impact on practice of **one** piece of legislation or relevant report, in context of the title. Presenting a description of legislation with limited discussion in relation to impact on practice, will not support achievement. Including many pieces of legislation or case studies linked to reports will not support achievement.
- B2 requires an analytical response, rather than a description of characteristics that support inclusion and equality. The analysis must be in context of the title rather than a generic account.

A criteria

- A1 criteria responses must be evaluative, considering both strengths/limitations and positive/negative consequences of the strategies presented.
- A2 requires a personal analytical reflection of the student's own opinions and values in relation to own practice, which must link soundly to the title. A generic discussion about the importance of appreciating how individuals' own beliefs could influence practice will not support achievement.

A* criteria

- A* requires responses that are critically analytical, with clear and well considered justification of ideas, that link to the title.

Regulations for the conduct of external assessment

Malpractice

There was one instance of malpractice that was reported in this assessment window. The chief examiner would like to highlight the importance of adhering to the regulations for the conduct of external assessment document in this respect.

Maladministration

No instances of maladministration were reported in this assessment window. The chief examiner would like to highlight the importance of adhering to the regulations for the conduct of external assessment document in this respect.

Chief examiner: Corinne Barker

Date: 28 July 2022