

NCFE CACHE Level 3 Extended Diploma in Health and Social Care 601/6110/3

Assessment: HSC EDEA

Submission date: 17 May 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

EDEA 1

Grade	NYA	D	C	B	A	A*	Learners	456
% of learners	14.04	45.18	33.11	7.68	0.00	0.00	Pass rate	85.87

EDEA 2

Grade	NYA	D	C	B	A	A*	Learners	281
% of learners	13.88	33.45	32.03	17.08	3.56	0.00	Pass rate	86.12

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 for EDEA

- Many learners did not utilise the full word count. Overall, a significant number of learners only attempted lower grades submitting D and C only
- Some candidates did not seem to understand the criteria: what was being asked of them, hence lost focus in their responses. Learners need to fully understand criteria requirements before providing responses
- Many scripts would benefit from further proof reading before learners submitting
- Some learners have lost focus on the chosen theme and in particular, the topic of professional practice proved challenging to a minority

Assessment structure

- There was a significant rise in the number of learners submitting holistically written scripts, learners frequently lost focus of the individual grade criteria responses. This has not always benefitted their result
- Learners are strongly advised NOT to blend assessment criteria; focus is lost on the individual criteria resulting in a lack of depth in learner submissions
- Learners do not need to add a title to their work to write an essay; examples of this are “Why is professional practice important as a special needs assistant” or how can we incorporate professional practice into mental health nursing” in doing so learners have written an assignment to answer their question: often not meeting any grade criteria

Use of word allocation

- In this assessment window the word count was often very low, a lot of candidates attempting to achieve D grade only

Criteria requirements and command verbs

- Learners should familiarise themselves with the demands of the command verb and ensure their answer is detailed enough

Referencing of external assessment tasks

- Some did not include any direct quotes or references
- A lot of paraphrasing was evident, when checked with the source this frequently was found to be large paragraphs of work; this is no substitute for the learner's own knowledge

Assessment Criteria

D criteria

- Some did not link D1 and D2 well
- A surprising number of learners did not clearly identify and describe at least two key issues that were relevant and important to their chosen theme

C criteria

- When attempted C criteria was generally answered well

B criteria

- Students' knowledge of key legislation such as the Care Act 2014 and the Equality Act 2010 continued to be a positive feature

- On some occasions, learners failed to adequately discuss how their underpinning knowledge of the selected laws informed the practice of health and social care professionals
- Several learners attempted to meet B3 but failed to reflect on their own learning
- Some learners made good reflections of their knowledge but failed to respond to the implications for their effective future practice
- Some learners were able to select relevant examples from their work experience placements to support the analysis in B2, which tended to one of the strongest aspects to certain submissions

A criteria

- Some learners did not use the full word count and still attempted the higher grades, this is a risk because often the lower grades have not been fully answered
- Learners need to be aware of the demand of the command verb

Regulations for the conduct of external assessment

Malpractice

There were two instances of malpractice in this assessment window. The chief examiner would like to take this opportunity to advise learners that instances of malpractice (for example, copying of work from another learner) will affect the outcome on the assessment.

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: Clare Scott

Date: 8 July 2022