

## **NCFE CACHE Level 3 Award, Certificate and Extended Diploma in Health and Social Care FAQs**

### **Placement in a Real Work Environment**

#### **Is flexibility allowed in regards to placement hours? If learners are doing the Extended Diploma, can they do more in the first year and less in the second year?**

If learners are taking the Extended Diploma, as long as they complete their required hours, there is flexibility in when they can complete them.

#### **What are some examples of suitable placement settings for learners?**

Placement is a crucial element of the learner's journey. Listed below are some examples of appropriate settings which would support learners:

- residential care home
- nursing home
- day centre
- children's centre
- health centre
- supported/sheltered accommodation
- domiciliary community care
- respite care
- residential schools/units (emotional and behavioural related difficulties)
- assessment centre
- special schools
- hospital
- specialised voluntary groups

Supplementary placement in mainstream education can be useful to complement the learner's overall experience, but should not replace time spent in an actual Health and Social Care environment.

### **Assessment**

#### **When will Centres be able to submit the extended assessments for the Certificate and the Extended Diploma?**

The External Assessment Timetable on [cachezone](http://cachezone) shows the submission dates for the extended assessments. It also shows dates by which learners need to be entered, and when results will be issued to Centres.

#### **Are the 5,000 word extended assignments to be written under any controlled conditions?**

The extended assessments do not require controlled conditions.

## **What kind of feedback can Tutors give to support learners in completing internal and external assessments?**

### **Internal assessment**

Learners should be offered feedback following internal assessment. Feedback should allow learners the opportunity to reflect on their achievements and improve their work for the future. In the case of graded outcomes, the marker should encourage the learners through identified strengths, and also capture areas of weakness. Feedback should signpost the learner and not prescribe possible content.

### **External assessment**

Learners should be offered the opportunity to reflect on their studies, and to understand the relationship between their studies and the external assessments in order to reach their full potential in external assessment. Preparation and planning should be undertaken independently by the learner. Tutors should ensure learners have access to appropriate materials and, where possible, time to undertake research and wider reading at the Centre. Tutors should raise an awareness of the requirements and must warn of the seriousness of plagiarism. Tutors should use, and make sure learners have the benefit of, Tutor and Learner Information and Requirements for each external assessment. Learners should be aware of the significance of grade achievement, and the expectations of higher grade levels. They should also be helped to understand how to manage the word limit effectively throughout the grades.

## **What level and detail of feedback would be received from examiners following marking of the external assessments?**

Feedback will be provided to your Centre. There will be a Centre spreadsheet to show overall learner achievement and a narrative Centre External Assessment Report (CEAR). This will give information that will help you to understand your learners' results, and will advise on aspects of the submission which may assist learners (e.g. utilising the word limit wisely to meet the ascending grade requirements; or responding accurately to the command verbs in criteria; linking these to the key requirements of the criteria, especially where analytical or evaluative responses are required).

Feedback should not indicate areas where learners should provide further knowledge and understanding, or what knowledge and understanding they should provide in the alternative assessment, nor will there be exemplars. This is because extended assessments are independent assessments, akin to an examination.

## **Regarding the external assessment, what are “the Key Issues that applied to the Theme”?**

The extended assessments are classed as independent external assessments, like an examination, so the potential content cannot be given. Learners must choose key issues that are substantial enough to sustain their development throughout the extended assessments. It is for the learner to determine what the key issues should be.

## **Support materials - delivery guidance**

### **Do Tutors have to use all of the examples in the Delivery Guidance when requesting students to complete their assignments, or can they ask students to select a few?**

The delivery guidance has been designed to assist you in delivering these qualifications, by providing scope of delivery and levelling. While this delivery guidance must be referred to when delivering the qualifications, every aspect of the guidance need not be covered by the learner when completing their assignment, as long as the learner is meeting the assessment grading criteria and assessment of learning.

## **Employer/HEI support**

### **Which employers and HEI's support the Extended Diploma?**

The Extended Diploma is supported by the following Employers:

- Creo Skills Ltd.
- Hertfordshire County Council
- Canterbury Umbrella Centre
- Way Ahead Care
- Care Concern Homecare Ltd.
- Novvita.

The Extended Diploma is supported by the following Higher Education Institutions:

- University of Derby
- New College Durham
- Redcar and Cleveland College
- University College Birmingham
- University of Kent.

### **Which universities have confirmed acceptance of the qualification as part of their entry requirements?**

We have confirmed acceptance of the qualification with over 40 universities across the UK. We are currently building a list of these universities to share with you.

## **Delivery time**

### **Are training providers able to deliver the Level 3 Certificate in Health and Social Care over 2 years?**

As long as the minimum age requirement for learners is met, Tutors could take longer to deliver the qualifications (e.g. studying alongside other qualifications). The duration we specify means that a qualification can be delivered in that time – not that it should or must.

The Certificate could be a full study programme on its own; however, learners could study this qualification alongside other subject areas such as sciences, clinical healthcare support, residential care, childcare, other A-Level courses, or GCSE maths and English.

### **Differences between the Level 3 Diploma in Health and Social Care (Adults) and the Level 3 Extended Diploma in Health and Social Care**

#### **What are the differences between the Level 3 Diploma in Health and Social Care (Adults) and the Level 3 Extended Diploma in Health and Social Care?**

Each qualification has a different purpose. The Level 3 Diploma in Health and Social Care (Adults) is primarily work-based in purpose and will provide 'occupational competence.' There are no UCAS points allocated to the qualification. It can be completed as a one year programme, while the Extended Diploma can be completed over two years.

The Extended Diploma is designed to enable progression to Higher Education, further study or the workplace. While it may support entry into the workforce, it does not confer 'occupational competence'. The theory, knowledge and understanding requirements are more demanding than the Diploma in order to prepare learners for the academic challenges of Higher Education. There are less practical skills and experience requirements. If learners would like to enter the workforce immediately, the Level 3 Diploma in Health and Social Care (Adults) is recommended as this qualification contains more work-based learning.

### **Mapping to the Extended Diploma from a different qualification**

#### **Can Centres map over to the Extended Diploma from a different qualification?**

If you would like for your learners to map over to the Extended Diploma, you should provide notification to your Customer Quality Advisor/Regional Development Executive. You must provide evidence that learners have achieved all criteria for the qualification. Undoubtedly there will be gaps in knowledge and skills that would need to be filled and evidenced in delivery and assessment. You will also need to ensure that learners are not disadvantaged.

If your Centre would like to map over to the Extended Diploma, please speak to your Customer Quality Advisor or Regional Development Executive.

#### **Would a learner who is transferring be expected to complete the external assessments if they have already completed external assessments for a different qualification?**

Learners must complete the external assessments associated with the qualification. In regards to the internal assessments, learners would have to complete all internal assessments (whether that is through mapping over and providing evidence of meeting criteria in line with the assessment for learning/grading criteria or completing them again).

## Contact us

NCFE  
Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*

Fax: 0191 239 8001

Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

**NCFE © Copyright 2016 All rights reserved worldwide.**

Version 2.0 May 2016

Information in this FAQs document is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***