

NCFE CACHE Technical Level 3 Certificate in Health and Social Care (601/8434/6)

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

Assessment: HSC1

Submission date: 7 April 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	1842
% of learners	12.21	33.33	28.45	20.09	5.65	0.27	Pass rate	87.79

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 HSC1

- learners generally made good links to the assessment title
- large numbers of learners only attempted the lower grades submitting work for D and C criteria only

Assessment structure

- Most learners identified the grade criteria they were attempting
- Some learners chose to use case studies in their submissions, often providing elaborate detailed stories, this does not meet the criteria and is not a substitute for demonstrating their own knowledge and understanding

Use of word allocation

- The word allocation was frequently not fully used
- Many learners submitted exceptionally low word counts
- Some learners used up to 4000 words and only attempted the lower grades

Criteria requirements and command verbs

- Candidates need to understand the requirements of the command verb
- Some candidates provided work so brief for the lower grades they could not be awarded as “explain” had not been achieved
- Some candidates need to think about the weighting of the grades, some submitted very brief higher grades and hence no opportunity for development
- Many learners are still not using quotes in their work

Referencing of external assessment tasks

- Some candidates continue to cite and not directly reference but this was rare
- Learners should be advised against the use of essay writing sites, anonymiser platforms and un reputable sources of information; a significant increase in their use was observed by all examiners
- Some learners gave large quotations which does not show originality of thought or demonstrate their own knowledge or understanding

- Quotes were not always developed with the learners own thought processes in the higher grades – B and beyond.

Assessment criteria

D criteria

- Some students did not always allocate many words to these criteria, creating a block to achieving the higher grades as their work barely identified issues rather than explained the titles relevance and describing effective practice.
- Examiners have had to look for evidence to support lower grades to ensure the minimum levels of achievement.

C criteria

- C grade was quite well done by some candidates, but some did not include two policies or procedures into their work.
- C1 has been the biggest issue. Learners continue to not understand the difference between a policy or procedure, and an Act of parliament wrongly using legislations for C1.
- In some cases, there were official enquiry reports, occupational regulatory bodies, and professional standards. Considering this, many were blocked beyond the D grade
- C2 was generally addressed well with learners focussing on the value of the person-centred approach.

B criteria

- B1 asks learners to discuss the contribution of ONE piece of legislation, theory or a report; many learners gave descriptions of multiple pieces of legislation; this not only takes up their word count, it also does not allow them to demonstrate the depth of knowledge required.
- Often learners explained legislation and did not discuss this in relation to the title.
- B2 often lost some focus of the requirements; not including material about how inclusive practice could be implemented but instead discussing at length, what person centred practice is.

A criteria

- Some A grades needed further proof reading and in particular A2 need to link to command verb and all aspects of the focus of the question
- Many developed their responses to achieve higher grades but the issue when not achieving higher grades was lack of focus on the question and the depth of understanding shown
- Time spent ensuring the lower grades are secure is beneficial; Some learners had written very little for D and C, and lengthy A grades, there is a balance to be struck.
- Some higher grades were repetitive and would benefit from further proofread by learners

A* criteria

- Students achieving the highest grade appear to have been conscious of their allocation of words: answering the D grade fully but in a concise fashion, enabling them to provide breadth and depth in meeting the command verb in the higher criteria and A*.

Regulations for the conduct of external assessment

Malpractice

There was no instance 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: 25 June 2022