

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

**Assessment: HSC EDEA**

**Submission date: 20 March 2023**

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

### HSC EDEA Theme 1

Professional practice in health and social care.

Grade	NYA	D	C	B	A	A*	Learners	331
% Of learners	18.13	11.78	40.48	22.05	7.55	0.00	Pass rate	81.87

### HSC EDEA Theme 2

HSC/EDEA 2 Empowerment within health and social care.

Grade	NYA	D	C	B	A	A*	Learners	1841
% Of learners	18.35	24.43	41.42	14.50	1.14	0.16	Pass rate	81.65

## 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

### Assessment structure

- Learners blending criteria frequently do not meet the increased demands of the individual command verbs, an example being: D1 describe, D2 discuss and A1 evaluate key issues D1, frequently there is not enough depth and detail to meet A1, with superficial or minimal evaluation having taken place. The same is true for B2 and A2.

### Use of word allocation

- Some learners submitted short assessments, attempting only the lower criteria, some submitted lengthy as assessments attempting all the grade criteria.
- Some learners submitted assessments of a low word count and attempted all the grade criteria, frequently not providing enough depth to achieve any more than the lowest grade.
- References are not part of the word count.

### Criteria requirements and command verbs

- Learners should focus on the demands of the command verbs.
- D1 was often so brief it did not meet the demands of “describe” and was closer to “identify”.
- Learners, understandably, find case studies interesting and so repeat them in their work, but too many are purely descriptive. Some learners have more success than others at relating them to the assessment criteria.
- Sometimes learners responded to the criteria but not in context of the title - which did not support achievement.

### Referencing of external assessment tasks

- Referencing the biggest ongoing issue; Learners should be advised to read the guidance document before beginning the assessment; examples of the requirements for quotations and referencing are provided.
- Paraphrased work with a source/hyperlink at the bottom of the paragraph does not meet the demands of an identifiable and referenced quotation.
- There was an overreliance on source material, this should not replace the learner's original work.
- Learners must ensure evidence of referencing is clear within each grade. There are still some scripts which are written in a holistic way, students would be more successful if each criterion were signposted and addressed separately.
- Using the work of others, with a few words changed does not meet the referencing criteria and blocks their achievement.
- When there is not enough original learner material knowledge and understanding is not demonstrated.
- Often learners have selected quotes that are unrelated to the theme, or even health and social care, they simply have key words in them; this is not to be advise.

## Assessment criteria

### HSC EDEA Theme 1 (professional practice)

#### D Criteria

- No comment.

#### C Criteria

- No comment.

#### B Criteria

- B1 regarding legislation was not always answered well; Some learners choose more than one legislation or theory to discuss - thus not demonstrating the depth of understanding, Learners are not usually successful when they adopt this approach.
- The level of understanding of legislation demonstrated was often weak, learners offered few examples of its contribution related to the theme.
- B2 required learners to analyse ways to ensure the provision of equality, diversity, and inclusive practice, and instead learners repeated/extended C2.
- B3 One centre had some wonderful examples of practice and referred to them in their work. It was lovely to read. It was clear they had enjoyed some interesting and useful placement experience. However, students need to be mindful that all of the issues within assessment criteria are covered, for example B3 needs students to discuss their learning and also refer to future practice, both issues need to be covered.

#### A Criteria

- No comment.

#### A\* Criteria

- No comment.

### HSC EDEA Theme 2 (empowerment)

#### D Criteria

- In some cases, links to the theme of empowerment could have been clearer, there was a tendency to focus on safeguarding which can be an element of empowerment but needs to be discussed in the right context, sometimes it was a case of looking for that link.
- Many learners were giving reverse answers to the theme by discussing disempowerment and what to do to avoid disempowerment.

#### C Criteria

- No comment.

#### B Criteria

- B1 regarding legislation was not always answered well; Some learners choose more than one legislation or theory to discuss - thus not demonstrating the depth of understanding, Learners are not usually successful when they adopt this approach.

#### A Criteria

- Evidence of evaluation in A grade was frequently weak.

**A\* Criteria**

- No comment.

**Regulations for the Conduct of External Assessment****Malpractice**

There was one 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: 20 March 2023**