

NCFE CACHE Level 3 Certificate in Health and Social Care 601/6109/7
NCFE CACHE Level 3 Extended Diploma in Health and Social Care 601/6110/3

HSC CEA

Submission date: 22/09/2020

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 provide a holistic overview as to how learners generally performed well, as well as any areas where further development may be required.

Key points:

- grading information
- administering the external assessment
- assessment structure
- use of word allocation
- criteria requirements and command verbs
- referencing of external assessment tasks
- 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.

Grading information

CEA Theme 1 - Communication in health and social care

Grade	A*	A	B	C	D	NYA	Learners	
% of learners	0.00	78.65	14.38	6.97	0.00	0.00	Pass rate	13
								100

CEA Theme 2 - Safeguarding in health and social care

Grade	A*	A	B	C	D	NYA	Learners	
% of learners	0.00	0.00	0.00	0.00	0.00	0.00	Pass rate	00.00
								0.00

Administering the external assessment

The external assessment 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 Document ([QSID](#)).

Issues for centres to consider in relation to the HSC CEA

Assessment structure

- Learner submissions were generally, well written scripts focussing on the criteria.
- Two learners did not attempt all criteria in a grade thus reducing their overall level of achievement.

Use of word allocation

- There was a good use of the word allocation with the majority of learners submitting word counts close to the maximum allowance.

Criteria requirements and command verbs

- Scripts were very uniform using the same theorists, legislation and similar key issues.
- Some learners included future practice that was rather implied, it could have been clearer but did meet the requirements of the criteria.
- Learners gave many good examples of practice to support and develop their response linking this to their future practice.
- Excellent examples of thoughtful and sensitive practice seen in B2 for equality and diversity.
- Learners who attempted the A* criteria were sometimes unsuccessful, evaluative skills were simplistic for the level required.
- A*2 learners lost focus on the criteria, evidence of their own reflection, learners did not include direct reference to recommendations and relate these to their own future practice.
- In order to achieve A* the work needs to firmly meet the requirements of the criteria. Learners are advised to return to the guidance to check they have completed all elements for the criteria.

Referencing of external assessment tasks

- Referencing was meticulous from all learners in this assessment round. Learners also used citations which were correctly referenced.

Regulations for the Conduct of External Assessment

Malpractice

There were no reported instances of malpractice in this assessment window. The Chief Examiner would 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

There were no reported instances of maladministration in this assessment window. The Chief Examiner would highlight the importance of adhering to the Regulations for the Conduct of External Assessment in this respect.

Chief Examiner: Clare Scott

Date:19.10.2020