

Technical L3 Certificate in Health and Social Care L3 Technical Extended Diploma in Health and Social Care HSC1

Assessment: 601/8434/6 and 601/8435/8

Submission date: 4th February 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 boundary information
- 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 boundary information

Assessment theme (if more than one theme, duplicate)

Grade	NYA	D	C	B	A	A*	Learners	2407
% of learners	15.25	25.34	29.71	20.86	7.73	1.12	Pass rate	84.75

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

- Overall, the standard was of extremes; learners secure in the topic knowledge achieved good marks overall. Learners unsure of what reflective practice was achieved lower grades due to unclear and unfocussed answers.

Assessment structure

- Learners have found the subject of reflective practice/learning quite challenging. Those learners who understood the concept have gone on to achieve higher grades.
- Students used paraphrasing (sometimes) too heavily which reduced the scope to demonstrate their own knowledge and understanding, resulting in criteria not being achieved.

Use of word allocation

- Some submissions attempted criteria up to the A grade while only having used 1500 words.
- A minority of submissions had exceeded the permitted word count; work is marked to the 5500 word maximum.

Criteria requirements and command verbs

- Learners should read the requirements of the different command verbs in the instructions prior to starting.
- Learners must link the parts of the explanation of the criteria, “in relation to the theme,” many learners provided 2 or more ways, or policies, but failed to link them to the theme.
- Students who achieved well, made clear links to the theme, developed their discussion, and followed key commands of the criteria.

Referencing of external assessment tasks

- Some learners provided sources of information; website links and URLs provided instead of quotes in the body of the text with a reference.
- Some learners provided hyperlinks at the bottom of paragraphs, while this shows the work not to be plagiarised it is not a proper quotation and reference.
- The referenced quotations should inform the learners writing and be part of the body of their work; some learners submitted isolated quotations in a separate section for D3, C3 and B3.
- Some submissions relied heavily on quotes with little evidence of the learner's own work.

D criteria

- D1 - Lots of responses focused on the relevance of reflective practice in terms of its influence on delivery of care.
- D2 had many diagrams submitted by learners, often the relevance of the diagram and the relationship to the theme, not explained.
- Learners confused “effective practice” with reflective practice.
- Many submissions had such brief submissions for D1 and 2,, some with several bullet point; It is worth note that the command verb is “Explain”.

C criteria

- C1 Learners need to have a clear understanding of what constitutes a policy and a procedure, many learners confused this with legislation and professional codes of conduct or sector official bodies like CQC or Ofsted.
- This criterion asked learners to describe 2 policies or procedures, many learners wrote about numerous policies and procedures using valuable words, reducing their ability to successfully attempt higher grades.
- Some learners described what policies and procedures are, not naming and describing those relating to the theme.

B criteria

- B1 was generally answered well, however some learners provided minimal information about many legislations rather than meeting the requirements of the criterion asking for the contribution of **ONE** piece of legislation and how it informed practice.
- Some learners did not know the difference between legislation and professional codes of conduct, policies or procedures.
- Some submissions instead of discussing how their choice informed practice made lengthy explanations of what the legislation or theory was.
- Often the B criteria had not been related to the theme.

A criteria

- A1 needed to analyse the characteristics of effective care in relation to reflective practice, this latter part was often not completed.
- A2 often did not focus on all elements of the criteria, evaluate, partnership and the title (reflective practice)

A* criteria

- Many used the weighting of the words well, however some submitted lower word counts and still attempted A* with no development in higher grades.
- A* was often not evaluative, or failed to evaluate the impact, rather evaluating the legislation itself.

Regulations for the conduct of external assessment

Malpractice

There were no 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: 25 March 2022