

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)

Assessment: HSC CEA

Submission date: 07/01/2022

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
- assessment structure
- standard of learner work
- 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

CEA Theme 1: Communication in health and social care

Grade	NYA	D	C	B	A	A*	Learners	1092
% of learners	16.61	33.48	33.57	13.63	2.62	0.09	Pass rate	83.39

CEA Theme 2: Safeguarding in health and social care

Grade	NYA	D	C	B	A	A*	Learners	1274
% of learners	11.22	29.67	44.27	12.64	2.20	0.00	Pass rate	88.78

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).

Standard of learner work

Assessment structure

- many learners submitted holistically written or essay style submissions - this style can often lose focus of the theme, and the demands of the grade criteria, as learners appear to want to write an essay of their choosing
- the use of case studies by learners sometimes became very elaborate stories within their work, the case study being more important than the grade criteria to be addressed

Use of word allocation

- many scripts had a lower word count with learners aiming for only the lower criteria
- some learners submitted work with exceptionally high word counts; the effect is that only the first 5500 words are marked so the higher criteria are unmarked

Criteria requirements and command verbs

- the quotation requirement for each grade criteria has been an issue; many learners writing a source at the bottom of a paragraph with no indication as to which part of the paragraph is the quotation
- many learners have submitted essay style submissions, veering off at a tangent, not writing to meet the criteria
- paraphrasing should be kept to a minimum, not overused as this can limit original learner work
- two traceable quotes must be clear with accurate sources directly after the quote

Referencing of external assessment tasks

- referencing has had an impact on the overall result of many scripts
- referencing and quotations have been an issue in this assessment round
- many learners placed a subheading of D3, placing all the sources here but no corresponding references or quotations in the body of the work
- some referencing was from sources that should not be used like essay writing sites, blogs, and Wikipedia
- some learners have submitted hyperlinks as references
- large paragraphs of textbooks have been quoted, the result is not enough original learner work to assess

Standard of learner work

D criteria

D1 Learners should try to avoid blending the criteria as this often results in a lengthy piece of work which does not meet the demands of both criteria.

D3 The body of D1 and 2 should contain the quotes, supporting the discussion or description of learner work, often D3 was in fact where quotes had been placed with a source.

C criteria

C1 was often very brief with learners understanding of legislation weak.

C2 was frequently blended with C1, the results often have been nothing submitted for C2, or a very lacking C2.

B criteria

B2; In many submissions, learners explained what equality, diversity and inclusion were, not ways to show how its practice is ensured.

B3 remains a barrier to the achievement of some learners: This is due to misinterpretation of the question (particularly, not realising that it requires a personal analysis of their current learning and then how this could be improved to aid their future practice in their chosen career).

A criteria

Many learners did not attempt higher criteria. Often learners did not demonstrate an understanding of the question they were answering.

Regulations for the conduct of external assessment

It is suggested learners are **instructed to read the assessment instructions**. These give clear guidance on the assessment expectations in terms of the permitted word counts and the expected methods of quotations and referencing.

Malpractice and maladministration

There were 8 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.

Chief examiner: Clare Scott

Date: 24.02.2022