

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

Assessment: HSC EDEA

Submission date: 18 January 2024

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	235
	2.55%	22.13%	35.74%	31.49%	6.81%	1.68%	Pass rate	97.45%

HSC EDEA Theme 2

HSC/EDEA 2 Empowerment within health and social care.

Grade	NYA	D	C	B	A	A*	Learners	1947
	9%	30%	48%	12%	1.00%	0.00%	Pass rate	90.60%

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) document.

Standard of learner work

Assessment structure

- Most learners signposted their submissions and identified the criteria they were attempting.
- Some learners only attempted the lower grades.
- Some learners blended all of the D grades, all the C grades, and so on. Whilst this can sometimes work for the lower grades, for the higher B grades and above, learners tend not to meet all of the command verbs or criteria requirements.
- Combining C1 and B1 is not usually successful, as the requirements of B1 “analyse” are frequently not met.

Use of word allocation

- Some learners only used a small proportion of the word count available.

Criteria requirements and command verbs

- Learners only need to describe more than 1 key issue; however, some learners used vital words to provide lengthy descriptions of numerous issues.
- B1 frequently lacked depth, with learners selecting many legislations with brief descriptions and not achieving the command verb requirements of “Analyse”. Responses were sometimes also not related to the selected theme.
- B3 was often a narrative account of learning and not the required reflection with conclusions about the implications for future practice.
- Sometimes A1 could not be awarded because the evidence evaluated had not been discussed in D1.
- A2 could sometimes not be awarded because B1 had been so brief.

Referencing of external assessment tasks

- Centres are advised to remind learners to read the quotation and referencing requirements.
- Quotations should inform the learners writing. Inspirational quotes are not usually relevant.

HSC EDEA Theme 1 (Professional practice)

D Criteria

- No Comment

C Criteria

- No comment

B Criteria

- Learners must ensure they reflect on their **own** learning, and not forget the implications for future practice.

A Criteria

- No comment

A* Criteria

- No comment

HSC EDEA Theme 2 (Empowerment)

D Criteria

- Some learners provided 2-line identifications of the key issues they had selected. Learners should ensure they understand the command verb.

C Criteria

- No comment

B Criteria

- Learners must ensure they reflect on their **own** learning, and not forget the implications for future practice.

A Criteria

- Learners must use the same key issues they have selected to describe in D1.

A* Criteria

- No comment



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: 20/03/2024