

**NCFE CACHE L3 Certificate in Health and Social Care Extended Assessment
601/6109/7**

**NCFE CACHE L3 Extended Diploma in Health and Social Care Extended Assessment
601/6110/3**

HSC CEA

Submission date: 9 January 2019

Chief Examiner's Report

Theme 1 Communication in Health and Social Care

Grade	A*	A	B	C	D	NYA	Learners	506
% of learners	0.00	7.71	23.32	31.62	21.34	16.01	Pass rate	83.99

Theme 2 Safeguarding in Health and Social Care

Grade	A*	A	B	C	D	NYA	Learners	444
% of learners	0.90	13.29	26.13	43.92	12.84	2.93	Pass rate	97.07

Issues for centres to consider in relation to the HSC CEA:

Extended Assessment structure
<ul style="list-style-type: none"> • Where learners organised their work and clearly identified the individual criterion being responded to, focus was maintained on the specific requirements of each criterion. • Where learners presented a holistic discussion, focus was sometimes lost and responses for some individual criteria were not addressed fully, this was particularly evident in B3. Links to future practice were often disregarded. • Learners who made effective links to the assessment theme (Communication/Safeguarding in Health and Social Care) throughout the discussion, were generally able to achieve higher grades. • Learners within some centres included the same theory, piece of legislation, philosophical approach or report within their work within C1, B1 and A2. Centres must allow learners to undertake independent research for this assessment.

Use of word allocation
<ul style="list-style-type: none"> • Some learners did not utilise the full word count in order to attempt the higher grade criteria. • Some learners used excessive words to respond to lower grade criteria, limiting attempts for the higher grade criteria. • Some learners used a medium word count and did not attempt the higher grades, however often these learners fully addressed the criteria attempted. • Centres should continue to encourage learners to utilise the full word allocation and structure the discussion to ensure escalating criteria requirements can be met. The weighting of the word allocation should be carefully considered when attempting the higher grade criteria. • Centres should continue to advise learners to proofread their work prior to submission in order that the content is clear and understandable for the reader.
Criteria requirements and command verbs
<ul style="list-style-type: none"> • Two clear key issues should be clear in the discussion when addressing D1. • The requirements of each criterion must be read carefully to recognise and understand the various components. Learners should focus carefully on the command verbs, the key issues and the theme where required within each criteria • Learners are encouraged to refer to theory, legislation, report or a philosophical approach that they have a good understanding of and can relate to practice in health and social care (B1 and A2). Learners should consider including only one piece of legislation or theory in B1 and developing this to demonstrate and produce analytical discussion. • A range of professional skills must be discussed to achieve A3 and this must clearly relate to the theme. • A criterion which requires an evaluative discussion must include evidence to demonstrate understanding of the issue from more than one perspective in order to show the strengths and limitations of the subject, conclusive comments should support the evaluation.(A*1) • When attempting A* 2, learners must ensure all components of the criteria have been accurately responded to.
Referencing
<ul style="list-style-type: none"> • The majority of NYA results were due to learners not meeting the referencing criteria of the assessment or completely omitting to include references within work (See Theme 1 statistics NYA) • Centres should guide learners to ensure a minimum of two references are included to support own ideas and opinions for each grade. • Learners should proofread their work to ensure identifiable and traceable references have been included to support the discussion throughout. • Centres should continue to support learners to use references selectively to support own discussion. • An over-reliance on source material merely cited within the text does not demonstrate a learner's own knowledge and understanding of the subject. Learners should ensure that material is paraphrased appropriately and not simply copied within the text.