

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: 11/05/2020

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	233
%	1.29	8.58	26.18	42.20	15.45	6.00	Pass Rate	94

CEA Theme 2 (Safeguarding in health and social care)

Grade	A*	A	B	C	D	NYA	Learners	42
%	0	11.90	28.57	35.72	23.81	0	Pass Rate	100

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

- Many scripts were written holistically and as a result some lost focus on the individual assessment criteria.
- Learners who correctly signposted their knowledge to the grade criteria being answered were generally more successful across the assessment.
- Many learners grouped criteria together, eg all D assessment criteria together. This does not usually work well as criteria information is omitted.

Use of word allocation

- The use of word count was generally good, most learners used more than 3,500 words and some used the full word count.
- Some learners only attempted the lower criteria utilising a low word count.

Criteria requirements and command verbs

- Some learners lost focus on C1 and C2. On C2 some were unaware of the meaning of values and principles and material lost focus.
- Learner attempts at B grade at times were very brief and underdeveloped; the command verb “analyse” requires greater depth and scrutiny.
- B3 was particularly poorly addressed; learners either did not address it at all within a holistic script or failed to include anything in terms of future practice, even implied material was lacking.
- As stated in the grade criteria; reports, legislation, philosophical approach and theories are to be used for C1 and B1. Some learners included scholarly articles or newspaper reports.
- Learners should have a full and secure knowledge of any theory, philosophical approach or legislation in order to describe it for C1 or analyse its relevance for B1.
- Some learners submitted some excellent material and discussion demonstrated depth and breadth of understanding with some current issues included within their assessments
- There was achievement of A* within this cohort.

Referencing of external assessment tasks

- Referencing and/or citing was generally addressed and some learners achieved these criteria. However, there was a great deal of citing in many scripts and it is difficult to find the learners’ own knowledge and understanding. Some paraphrasing was weak or had simply been copied and pasted hence some criteria could not be awarded.
- Learners need to check they have made 2 direct quotes and referenced over a criterion to ensure success.
- Referencing was problematic on a variety of scripts and centres are advised to read the referencing guidance for the assessment.
- Learners continue to name establishments that they have completed work placement in; they should not name their work experience placement directly as this could breach confidentiality.

Regulations for the Conduct of External Assessment

Malpractice

There was one 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: 29.06.2020