

NCFE CACHE Level 3 Certificate in Health and Social Care (601/6109/7)

Assessment: HSC CEA

Submission date: 6 January 2023

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 CEA Theme 1

Communication in health and social care.

Grade	NYA	D	C	B	A	A*	Learners	967
% of learners	16.03	29.68	39.71	12.72	1.76	0.10	Pass rate	18.88

HSC CEA Theme 2

Safeguarding in health and social care.

Grade	NYA	D	C	B	A	A*	Learners	1944
% of learners	17.70	27.42	42.54	10.19	2.01	0.15	Pass rate	82.30

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

Assessment structure

- Learner work was overall well written, it could have been better structured by ensuring the learner used subheadings for their work such as D1, D2 etc when writing the assessment criteria.
- Learners submitted assessments in a variety of formats; some learners wrote holistic scripts, sometimes missing responses to criteria as they developed into the assignment they appeared to want to write.
- Some learners blended the banded criteria together (B1, B2, B3), while some identified each criterion being assessed. Learners who tried to blend criterion across grades (C1, B1, A2) had less success due to not addressing the individual command verbs effectively.
- Particularly in theme 2, learners like to use imagined case studies to demonstrate a point, however often the case studies became so elaborate, the learner did not make the point, or explain what they intended.

Use of word allocation

- A range of word counts have been marked, from the briefest attempts at only the D grades to assignments over the permitted word count.
- Many learners used the full word count, however sometimes the weighting of material was a little off focus. Often B grades were not well developed and very brief, yet A grades were lengthy or even A* attempted.
- References should not be included in the word count.
- Learners sometimes used a large part of their word count on D and C criteria. This could have been intentional in some cases but, by doing this learners will find it increasingly difficult to achieve the higher mark bands as they will run out of time or words.

Criteria requirements and command verbs

- Learners must be aware that the inclusion of long quotations should not replace the learners own original material which demonstrates their own knowledge and understanding of issues.
- Many learners successfully developed their writing to achieve the higher grades.
- Diagrams, charts, and pictures are not required, often learners include these and fail to provide a reason or explanation, thus they become a little meaningless.
- If learners failed to analyse for B1, they could then not achieve A1, often B1 was too brief as words had been 'saved' to facilitate completion of the higher grades.
- Some learners have discussed their work experience, with some deep thoughtful personal reflections.
- Learners must make sure they understand the command verb and what they need to do to meet the requirements.

Referencing of external assessment tasks

- Learners have examples of referencing requirements in the documentation they receive at the beginning of the assessment, learners should be encouraged to read this documentation before they begin their assessments.
- Quotations must be in the body of the work, informing learner discussions, not un-related quotes at the bottom of the work, or in a separate section for D3, C3.B4 etc.
- Lengthy quotations do not replace the learner's own work.
- Many learners are not using quotes, instead paraphrasing large sections, and putting hyperlinks in their work as a source; this does not meet the reference criterion.
- Paraphrasing has been an issue and many learners will not have met the reference criteria due to not providing quotations and identifying the sources.

Assessment criteria

HSC CEA Theme 1 (communication in health and social care)

D Criteria

- Usually answered well with clear 2 key issues.

C Criteria

- Often C grades have been bullet points, this does not meet the demands of the command verb, as learners keep work very brief.

B Criteria

- Learners used many words providing lengthy descriptions of theories of communication, often then failing to meet the demands of the command verb and using up their word count.
- Learners using legislation for this grade criterion often used many pieces of legislation, describing them so, did not complete any of the required analysis or provide any depth in their submission.
- B3 requires learners to analyse aspects of their own learning, and how could this improve future practice. Frequently learners forgot to respond to the latter part of the criterion, failing to provide suggestions for the improvement of their own practice.
- Candidates appeared to lose their impetus in the middle of the assignment, this was particularly evident with B1.

A Criteria

- Sometimes learners who attempted A1 did not give a conclusion or judgement.

A* Criteria

- To achieve A*1, A2 must be completed and achieved, frequently, learners have been brief in addressing B1 so this has had an impact all they way to the A and A* grades.
- A1* must be achieved before A2* can be awarded,

HSC CEA Theme 2 (Safeguarding in Health and social care)

D Criteria

- Usually answered well with 2 identified issues.

C Criteria

- Often C grades have been bullet pointed, this does not meet the demands of the command verb.

B Criteria

- Learners used many words providing lengthy narratives of past child abuse cases; often then failing to meet the demands of the command verb. If learners used legislation for this grade often, they used many pieces so did not complete any analysis or provide any depth in their submission.
- Candidates appeared to lose their impetus in the middle of the assignment, this was particularly evident with B1.

A Criteria

- Sometimes learners who attempted A1 did not give a conclusion or judgement, sometimes the submission for A 1 was based on 2 different key issues to those identified in D1.

A* Criteria

- To achieve A*1, A2 must be completed and achieved, frequently, learners have been brief in addressing B1 so this has had an impact all the way to the A and A* grades.
- A1* must be achieved before A2* can be awarded,

Regulations for the Conduct of External Assessment

Malpractice

There were **3** 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: 7 March 2023