



Non-Exam Assessment

NCFE CACHE Level 1/2 Technical Award in Health and Social Care (603/7013/0)

Learner version

September 2023 release

V 1.0

Contents

Introduction.....	3
Information for learners.....	4
NEA Front cover	5
Preparation and research task.....	6
Project Brief - Case Study.....	8
Task 1.....	9
Task 2.....	10
Task 3 (a).....	11
Task 3 (b).....	12
Task 4.....	13
Task 5.....	14
Appendix 1.....	15
Appendix 2.....	17
Declaration of Authenticity.....	19
GDPR Consent.....	20

Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that requires the learner to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.

The NEA will contribute **50%** towards the overall qualification grade and therefore it is important that the learner produces work to the highest standard that they can. The learner must not start the NEA until they have been taught the full course, to ensure that they are in the best position to complete the NEA successfully.

What is synoptic assessment?

Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives in an integrated way. The Department for Education (DfE) has consulted with Awarding Organisations and agreed the following definition for synoptic assessment:

“A form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.”

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills.

As learners progress through the course, they will use and build upon knowledge and skills learnt across units. The NEA will test the learners' ability to respond to a real-world situation.

Information for learners

Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that will contribute **50%** towards your overall qualification grade. It takes the form of a synoptic project that will require you to draw on your knowledge and understanding of the entire qualification. It is therefore important that you produce work to the highest standard that you can.

You will be assessed on your ability to independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques you have learnt throughout your course of study, in response to a brief, set in a real-world situation.

The NEA will be assessed holistically, using the levels of response mark grid and against five integrated assessment objectives. These assessment objectives and their weightings are shown below.

Assessment objective (AO)
AO1 – Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding. 16 marks (19.04%)
AO2 – Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations. 20 marks (23.80%)
AO3 – Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions. 12 marks (14.28%)
AO4 – Demonstrate the application of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to demonstrate the essential skills relevant to the vocational sector, by applying the appropriate processes, working practices and documentation. 28 marks (33.33%)
AO5 – Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills; processes, working practices and documentation relevant to the vocational sector. 8 marks (9.52%)

NCFE CACHE Level 1/2 Technical Award in Health and Social care (603/7013/0)

Non-Exam Assessment

September 2023 release

Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify and label all the work you produce during the supervised time.
- You **must** hand in all your work to the Supervisor at the end of each timed session.

Learner information

- This non-exam assessment (NEA) will assess your knowledge and understanding from across the qualification.
- The maximum mark for this assessment is **84**.
- The maximum completion time for this NEA **13 hours** (plus **2 hours** preparation and research time).
- All of the work you submit **must** be your own.

Resources

- You have been provided with the following documents to use during the assessment:
 - Appendix 1 - Individual profile - required for Task 1
 - Appendix 2 - Social Worker report - required for Tasks 3 and 4.

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name _____

Centre name _____

Centre number

Learner number

Learner signature

Preparation and research task

Maximum time: 2 hours

In addition to the allocated assessment time for this non-exam assessment (NEA), you are permitted to spend a maximum of **2 hours** to undertake research and develop a pack of resources that you can refer to during the formal NEA assessment time. During this 2-hour period, you may access all learning materials, the internet and other published materials.

You should use this time to create your own resource pack and it is this pack alone that you may use during the allocated time given to the NEA. This is the only support material that is permitted during the completion of NEA tasks (unless otherwise stated within each task instructions).

All research or data used in your final NEA **must** be referenced appropriately. As a minimum this should include the following:

- the use of quotation marks to clearly identify any passages not of your own words
- date accessed
- name of source / author.

Evidence requirements: research pack of no more than four sides of A4, font size 12 (if word processed) to be returned to your assessor at the end of each task / session and submitted with the completed NEA.

Formal NEA

Maximum completion time:

You have been provided with a total of **13 hours** to complete this non-exam assessment (plus **2 hours** for preparation and research).

You may use some or all of the time provided for each task.

You are allowed to use any remaining time allocated to one task to rework previous tasks up to the maximum time allowed.

You are not allowed to exceed the total number of hours.

You should not start your NEA until you have been taught the full course of study. This will ensure that you are in the best position to complete the NEA successfully.

Do not turn over until your assessor tells you to do so.

This page is intentionally left blank.
Do not turn over until your assessor tells you to do so.

Project Brief - Case Study

Emily is 15 years old and lives with her mum, dad and younger brother Ryan. At the age of two she was diagnosed with cerebral palsy and epilepsy.

Emily is fully dependent on a wheelchair. She received her first wheelchair aged three. This wheelchair was funded through a charity. She has recently obtained an electric wheelchair which will give her more independence. Emily is able to eat and drink well but requires her food to be cut up for her.

Emily requires assistance in all her personal care.

In the last year, Emily has undergone surgery twice, one to straighten her spine and the other was to her bladder. Emily takes medication to control her epilepsy but still has frequent seizures.

Emily attends a local secondary school but must have 1:1 support due to her personal care and learning needs. Emily can write independently, but she often uses her support worker to scribe, as she cannot write fast enough to keep up. Emily also struggles in retaining knowledge. This makes it difficult for her to achieve in class tests and exams. Emily wants to go to college when she leaves school. As a result of her physical issues, Emily has had a lot of time away from school.

Emily attends after school clubs and, once a month, goes to a respite care centre. Her favourite activities are cooking and arts and crafts.

Using the case study and Appendix 1 and Appendix 2, complete Tasks 1 – 5.

Assessment tasks

Task 1

Care planning – Assess and implement	
Maximum time	4 hours
Content areas assessed	1. Health and social care provision and services 2. Job roles in health and social care and the care values that underpin professional practice 3. Legislation, policies and procedures in health and social care 4. Human development across the life span 5. The care needs of the individual 6. How health and social care services are accessed 7. Partnership working in health and social care 8. The planning cycle
Assessment objectives	AO1 - 4 marks AO2 - 4 marks AO3 - 4 marks AO4 - 12 marks
You are required to: • identify Emily's care needs using the case study and individual profile (Appendix 1) • create a detailed care plan that will meet Emily's needs at the respite care centre. This must include: ○ Emily's current support and care needs ○ Emily's future objectives ○ support required to meet Emily's future objectives including the care values of the care professionals. [24 marks]	
Evidence	• Written care plan: ○ word processed or ○ handwritten.

Task 2

Health and Safety – Procedures	
Maximum time	1 hour
Content areas assessed	3. Legislation, policies and procedures in health and social care
Assessment objectives	AO1 - 4 marks AO2 - 4 marks AO3 - 4 marks
You are required to: • analyse safe working practices in relation to the correct moving and handling techniques needed for Emily at the respite care centre, at home and at school • write a procedure to ensure Emily's safety. [12 marks]	
Evidence	• Written procedure: ○ word processed or ○ handwritten.

Task 3 (a)

Planning an activity	
Maximum time	3 hours
Content areas assessed	2. Job roles in health and social care and the care values that underpin professional practice 4. Human development across the life span 5. The care needs of the individual
Assessment objectives	AO1 - 4 marks AO2 - 4 marks AO4 - 8 marks
You are required to: review the Social Worker's report (Appendix 2). create an activity plan, planning a full day of activities for Emily based around activities she enjoys and her care needs. The activity plan must include: - activities with timings (including breaks and travel where applicable) - how each activity will support Emily's development - the family member's or practitioner's role during each activity - resources required. [16 marks]	
Evidence	- Activity plan: - word processed or - handwritten.

Task 3 (b)

Planning an activity – Risk assessment	
Maximum time	2 Hours
Content areas assessed	3. Legislation, policies and procedures in health and social care
Assessment objectives	AO1 - 4 marks AO2 - 4 marks AO4 - 4 marks
You are required to: • create a risk assessment template and use it to carry out a risk assessment for one of the activities you have planned in Task in 3 (a). [12 marks]	
Evidence	• completed risk assessment: ○ word processed or ○ handwritten.

Task 4

Care planning – Review	
Maximum time	2 hours
Content areas assessed	1. Health and social care provision and services 2. Job roles in health and social care and the care values that underpin professional practice 4. Human development across the life span 5. The care needs of the individual 7. Partnership working in health and social care 8. The planning cycle
Assessment objectives	AO2 - 4 marks AO3 - 4 marks AO4 - 4 marks
Emily has been attending the respite centre for 6 months and her care package is to be reviewed. She has had a visit from her Social Worker who has completed a written report of Emily's progress. You are required to: review the social worker's report (Appendix 2): • assess the extent to which Emily's individual needs and preferences have been met • assess the changes required to Emily's care plan to support her ongoing development • write a report of your findings. Using a different colour text / pen: • update the care plan you created in Task 1 with any changes required. [12 marks]	
Evidence	• A report – with the recommended changes and why: ○ word processed or ○ handwritten. • An updated care plan: ○ word processed or ○ handwritten.

Task 5

Evaluation of your care plan	
Maximum time	1 hour
Content areas assessed	8. The planning cycle
Assessment objectives	AO5 - 8 marks
You are required to: • complete an evaluation of the updated care plan you have created in Task 4. Your evaluation should include: • how well your care plan records and outlines Emily's care and support needs • how well your care plan meets Emily's holistic needs and preferences. [8 marks]	
Evidence	• An evaluation: ○ word processed or ○ hand-written

This is the end of the non-exam assessment.

Appendix 1 – Individual profile

You are required to use this document for Task 1

Individual profile compiled by key person at The Ark Respite Care Centre.

Setting	The Ark Respite Centre
Name	Emily Roberts
Age	15 years
Family background Notes:	Emily lives with her mum Rachel, dad Paul and younger brother Ryan (10 years old). Paul is a builder and converted the garage, attached to the family home, into a downstairs room for Emily due to changes in her mobility. Rachel is Emily's main carer as Paul works full time hours, often working late in the evening. Emily's parents have a car that is adapted, enabling Emily to attend appointments, travel to school and to the respite care centre.
Health and wellbeing Notes:	In her lifetime, Emily has had many major operations. Her first operation was brain surgery aged three, soon after her diagnosis. Due to her incontinence, Emily has had bladder surgery. This involved inserting a hole into her abdomen to allow a catheter to be inserted. Emily takes medication daily for her frequent seizures. Emily also has scoliosis, where the spine twists and curves to the side. Emily had surgery to put a rod into her spine to make it straight again. Emily is unable to walk or support her body weight so relies on 2:1 care with the use of a hoist to move her so personal care can be provided. Emily will often display hand tremors and therefore uses adapted equipment when eating and drinking to give her more stability.

Social activities:	Emily enjoys a range of activities at The Ark Respite Centre as well as enrichment activities at school. Emily also spends lunch time and break time in the library, where she will join in tabletop games, reading and speaking to her peers. Emily particularly enjoys creative activities such as drawing, painting and card making. Emily also enjoys cooking and baking.
Other professional involvement:	One-to-one Education Support Worker Physiotherapist Counsellor GP Occupational Therapist Social Worker Dietician
Respite care centre Key worker comments:	Emily is a friendly, happy young lady who enjoys her time at the centre. She has many positive relationships with staff and other young people at the centre. Emily can communicate verbally but needs time to process what she wants to say. This sometimes makes Emily feel frustrated if she makes mistakes or does not understand what is being asked of her.

Appendix 2 – Social Worker report

You are required to use this resource for Tasks 3 and 4

Social worker – health and wellbeing report for:

Name: Miss Emily Roberts

DOB: 07.09.2007

Address: 3 Avon Road
Little Easter
Essex
CN27 3CA

Physical	Emily is in good health generally, but she continues to have seizures. There does not seem to be a pattern to the seizures, and they can occur at any time. The seizures can leave Emily feeling sleepy and cause her to miss school. Emily takes her medication every morning and evening. Bladder and spinal surgeries were successful, and Emily continues with regular physiotherapy to build her muscle strength and to promote good posture. A daily exercise plan has been put in place for Emily. An occupational therapist has been to visit the family home. Emily has had a hoist fitted into her bedroom. This allows her to be moved so that personal care can be given. Emily has recently acquired an adjustable bed to help her spine and to help her to get in and out of bed. Emily is able to wash herself but needs assistance with hair washing, drying and dressing. Emily is able to feed herself during mealtimes but requires food to be prepared and cut up for her. She uses assistive dining aids to give her stability, so she can feed herself more easily. Hand tremors can be an issue at times, which can make the task more difficult. Emily is becoming more confident in navigating her electric wheelchair. Emily still uses her manual wheelchair but finds it takes more time and is more difficult to move. Emily is able to vocalise her needs and say when she is in pain.
-----------------	--

Cognitive	Emily attends her local high school and has one to one support during lessons. Her learning support assistant scribes in Emily's lessons to ensure all information is written down in her exercise books. The teacher differentiates lessons to enable Emily to access the curriculum and allows her extra time for tasks and to process information. Emily has extra time during tests and exams, and she completes them in a room on her own. Emily enjoys a range of enrichment activities, accessing after school clubs and the respite centre.
Social and emotional	Emily enjoys her time at The Ark Respite Care Centre and attends once a month. She has positive relationships with the other young people and the staff.

Name: Harriet Cheston (social worker) **Signed:** *H Cheston* **Date:** 24/10/2022

Documentation

Declaration of Authenticity

The learner and assessor must complete the form at the end of the assessment and before any marking takes place. The assessor must check the number of tasks submitted by the learner is accurate.

The completed form must be retained within the centre and is not to be sent to the moderator or NCFE unless specifically requested.

Learner name:	
Task(s) submitted:	
Learner declaration:	
I certify that the work submitted for this non-exam assessment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature:	
Date:	

Assessor name:	
Assessor declaration:	
I certify that the work submitted is the learner's own. The learner has clearly referenced any sources used in the work. I confirm that all work was conducted under conditions designed to assure the authenticity of the learner's work.	
Assessor signature:	
Date:	

NB: Once completed, the declaration of authenticity must be stored securely within the centre, in line with the following NCFE Regulations for Conduct of NEA. A copy of this declaration form must be made available to NCFE upon request.

GDPR Consent

Section A: This section must be completed by the learner

- NCFE may select your work for use at teacher training or standardisation events. Your work will be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required
- NCFE may select your work at some point in the future for use in teaching and learning resources published on QualHub.co.uk. Your work would be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required
- you understand that this agreement may be terminated at any time through written request
- for further details about how we process your data please read more www.ncfe.org.uk/legal-information.

Please tick the option that applies, sign and date in the box below:

		Tick one only
I consent to my work being used in the manner detailed in Section A		
I do not consent to my work being used in the manner detailed in Section A		
Learner Signature:		
Date:		

Section B: This section must be completed by any participants who feature in the work

Over 13

- I am over 13 and I give my permission for my video and/or photographic image to be used as detailed in Section A (above).

Under 13

- I give my permission for my child's video and / or photographic image to be used as detailed in Section A (above).

Name of participant (Printed)	Participant/Parent signature	Date

If any of the participants have declined permission, please tick here: ☐