

**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<sup>th</sup> May 2019**

**Chief Examiner's Report**

**Theme 1 Communication in Health and Social Care**

<b>Grade</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>NYA</b>	<b>Learners</b>	118
<b>% of learners</b>	4.24	12.71	18.64	38.14	14.41	11.86	<b>Pass rate</b>	88.14

**Theme 2 Safeguarding in Health and Social Care**

<b>Grade</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>NYA</b>	<b>Learners</b>	293
<b>% of learners</b>	0.00	0.00	0.00	70.99	19.11	9.90	<b>Pass rate</b>	90.10

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

<b>Extended Assessment structure</b>
<ul style="list-style-type: none"> <li>• Signposting knowledge to each criteria was generally more evident across the assessment; however some learners submitted work which was holistic and no signposting was included. This results in difficulty in assessing learner knowledge against the criteria as focus is lost within the material. Signposting is highly recommended when submitting this assessment.</li> <li>• Careful consideration of the key issues and theme should be demonstrated throughout the assessment. The importance of planning, preparation and proofreading assessments as an ongoing and final check should be emphasised.</li> <li>• Examples of placement experience were often successfully used within the assessments, this often demonstrated an extension of the learners' knowledge of the theme/key issues.</li> <li>• Confidentiality of material within the material submitted should be maintained. Names of settings should not be included within the assessments.</li> </ul>

<b>Use of word allocation</b>
<ul style="list-style-type: none"> <li>• The use of the word allocation varied. Some assessments were focussed on the lower grade criteria with learners clearly not wishing to attempt the higher grades. Other learners submitted assessments covering B, A and A* criteria.</li> <li>• Use of word allocation must be carefully considered when attempting higher grades since a depth of knowledge and understanding which is focussed on the criteria requirements must be met and often brief responses at B, A and A* are less likely demonstrate this fully.</li> <li>• The maximum word allocation should not be exceeded and material above this will not be marked.</li> </ul>
<b>Criteria requirements and command verbs</b>
<ul style="list-style-type: none"> <li>• Careful consideration of the requirements of each criteria is necessary across the assessment. For example D1 and D2 must relate to the same key issues.</li> <li>• Focus on the requirements of some criteria was still lost; this was particularly evident in B3. Learners need to discuss their own practice and links to future practice must be made within this criteria.</li> <li>• Depth of information must be demonstrated when responding to higher grade criteria since this should then fulfil the requirements of the command verbs. Assessments submitted with lengthy D and C grades with very brief B grade criteria are unlikely to meet the standard of the higher grades.</li> <li>• Learners should fully understand any legislation, theory, report or philosophical approach before including this within the appropriate criteria.</li> <li>• Learners responding to A* criteria should ensure that each component of the criteria are met, this is particularly evident in A*2.</li> </ul>
<b>Referencing</b>
<ul style="list-style-type: none"> <li>• The inability to fulfil the referencing criteria for D3 persists in contributing to learners not yet achieving this external assessment. Learners <b>MUST</b> include 2 identifiable and traceable direct quotes within the D grade discussion in order to achieve D3. In addition, this is the requirement for each subsequent referencing criteria (C3, B3 etc.)</li> <li>• Learners must paraphrase accurately if citing material since merely copying and citing evidence does not demonstrate learners' own knowledge and understanding of the criteria. Successful and effective paraphrasing is often a difficult skill for L3 learners.</li> <li>• Learners should be supported to use references effectively within the assessment.</li> <li>• An over reliance on direct quotes as a substitute for learners' own discussion should be avoided since this does not demonstrate the ability of learners to showcase their own knowledge and understanding of the subject.</li> </ul>