



Chief Examiner Report

**NCFE CACHE Level 3 Extended Diploma in
Health and Social Care
QN: 601/6110/3**

Assessment code: HSC/EDEA

Paper number: P002777, P002778

Submission window: 16 May 2025

Introduction

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 performed 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 (AC)
- 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 / EDEA

Theme 1 – Professional practice in health and social care

Grade	NYA	D	C	B	A	A*	Learners	286
% of learners	9.09	52.10	29.02	9.79	0.00	0.00	Pass rate	90.91

Theme 2 – Empowerment within health and social care

Grade	NYA	D	C	B	A	A*	Learners	94
% of learners	1.06	37.23	27.66	24.47	9.57	0.00	Pass rate	98.94

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#) document. Learners may require additional pre-release material 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 \(QSID\)](#) document.

Standard of learner work

- The standard of the learner work varied; some learners only attempting lower grades, some providing full assignments utilising the full word count.

Assessment structure

- Many learners submitted signposted scripts, identifying the criteria they were attempting. Some learners submitted holistic assignments, this style of submission often loses focus on the criteria being attempted and the requirements of the command verbs.

Use of word allocation

- Many learners attempted only D or C grades, and some used a high word count to ensure their success.
- Some learners submitted assignments attempting only D grades.

Criteria requirements and command verbs

- Learners who achieved the higher grades ensured they had met the requirements of the command verbs throughout.
- Holistic assignments sometimes do not meet the requirements of a command verb when learners blend the C and B grades together.

Referencing of external assessment tasks

- Most learners provided emboldened text for quotations and identified a source to achieve the referencing and quotation criteria.
- Learners are reminded quotations should support their writing, not replace it with the use of large quotations.

Assessment criteria (AC)

HSC / EDEA – Theme 1 (Professional practice in health and social care)

Some learners did not address the title correctly, instead of 'Professional practice in health and social care' they have titled their submissions 'Personal practice in health and social care' this had an impact, changing the focus of their work, and submissions did not always meet the grade criteria. An example is in discussing personal values and goals, rather than the professional standards for nursing or healthcare practitioners for C2. Learners should be reminded to use the exact title from the learner information provided.

D criteria

- There were many lower word count submissions, only attempting D grades.
- D1, learners must ensure they do more than identify two key issues as the command verb is describe.
- Learners must clearly describe their chosen two key issues.

C criteria

- C1 regularly answered well and related to the theme. Sometimes learners blend C1 discuss and B2 analyse, this can frequently meet C1 but not B1.
- Learners achieving C1 provided a good discussion linking the theory or legislation to the theme in support of their key issues in D1.
- C2 regularly answered well. Learners showed a good understanding of the values, principles and standards applicable in health and social care, linking them to their chosen titles.

B criteria

- Learners should focus on one piece of legislation as per the guidance to ensure they meet the depth required to achieve B1. Sometimes learners appear to treat B1 like an extension to C1, providing a short paragraph, appearing to save words to use in attempting the A grades, this fails as B1 is not achieved.
- To achieve B1 learners must provide analysis of their selected theory, or legislation, showing its contribution to the theme, not the discussion required in C1.
- B2 is sometimes answered well with learners focussing on the impact on practice.

A criteria

- To achieve the A grades learners are advised to title each grade criteria they attempt, they should also not blend criteria together.
- All grade criteria should be completed with attention to the requirements of all the command verbs.
- To achieve A2, B1 must also be achieved.

A* criteria

- To achieve A* learners must use their word count wisely throughout the submission, using quotations to support their own writing, ensuring they understand the requirements of the command verbs. Learners must ensure B1 is met which in turn enables A2 to be achieved, not blocking overall achievement of A*

HSC / EDEA – theme 2 (Empowerment within health and social care)

D criteria

- Many learners only attempted the lower grades, some using a larger word count to secure the grade.

C criteria

- C1 regularly answered well and related to the theme. Sometimes learners blend C1 discuss and B2 analyse this can frequently meet C1 but not B1.

- Learners achieving C1 provided a good discussion linking the theory or legislation to the theme in support of their key issues in D1.
- C2 was regularly answered well, learners showed a good understanding of the values, principles and standards applicable in health and social care, linking them to their chosen titles.

B criteria

- Learners should focus on one piece of legislation as per the guidance to ensure they meet the depth required to achieve B1. Sometimes learners appear to treat B1 like an extension to C1, providing a short paragraph, appearing to save words to use in attempting the A grades, this fails as B1 is not achieved.
- To achieve B1 learners must provide analysis of their selected theory, or legislation, showing its contribution to the theme, not the discussion required in C1.
- B2 is sometimes answered well with learners analysing how equality, diversity and inclusion impact on practice.

A criteria

- Learners achieving A grades had signposted all the individual criteria attempted throughout their submission. All grade criteria had been completed with attention to the requirements of all the command verbs.

A* criteria

- To achieve A* learners must use their word count wisely throughout the submission, using quotations to support their own writing, ensuring they understand the requirements of the command verbs. Learners must ensure B1 is met which in turn enables A2 to be achieved, not blocking overall achievement of A*

Regulations for the conduct of external assessment

Malpractice

There were three 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 or improper use of AI) will affect the outcome on the assessment.

Maladministration

There were zero instances of maladministration 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: 18 July 2025