

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: 23/09/2019

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.

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	77
% of learners	0.00%	1.29%	24.67%	29.87%	37.66%	6.49%	Pass rate	93.51%

CEA Theme 2 – Safeguarding in health and social care

Grade	A*	A	B	C	D	NYA	Learners	57
% of learners	0.00	0.00	5.26%	45.61%	22.80%	26.31%	Pass rate	73.69%

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 external assessments

Assessment structure

- Learners who correctly signposted their knowledge to each grade criteria were generally more successful across the assessment; however, some learners submitted work which was holistic and no signposting was included. This results in difficulty assessing learner knowledge against the criteria as focus is lost within the material. Signposting is highly recommended when submitting this assessment.
- Learners must ensure that the assignment submitted has clear links with the exact criteria requirements of the assessment and not a mix of different themes and/or entirely different assessments.
- Emphasis should be placed on the key issues and the chosen theme as stated in the criteria requirements. The importance of planning, preparation and proofreading assessments as an ongoing consideration with a final check should not be forgotten.
- Learners using their own experiences were very able to successfully demonstrate and support knowledge and understanding of the key issues.
- The use of placement names should be avoided due to the issue of confidentiality.

Use of word allocation

- The use of the word allocation varied; some assessments focussed on the lower grade criteria only, with learners clearly not wishing to attempt the higher grades. Other learners submitted assessments covering B, A and A* criteria.
- Some learners did not utilise the full word count in attempting the higher grade criteria while some learners used excessive words to respond to lower grade criteria, limiting their endeavours, often losing focus to achieve higher grade criteria.
- Learners not utilising the full word count should focus on ensuring the lower grades are completed with more than one key issue explained, alongside supporting their material with 2 quoted references; this will secure at least achieving D before attempting C and B.

Criteria requirements and command verbs

- Learners need to select their theme prior to commencement and remain with it for the entire assessment.
- D criteria requires learners to identify more than one key issue; this needs to be clearly written so the issues can be developed for D2.
- Learner attempts at B grade were, at times, very brief and underdeveloped; the command verb 'analyse' requires greater depth and scrutiny (remember, don't veer off into your own verb descriptor of 'analyse' as learners will need to stick to the Cache descriptor of 'analyse').
- 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.

Referencing of external assessment tasks

- References chosen by learners should support the grade and be in the body of the discussion, not cited as quotations independently as evidence to achieve D3, C3 and B4 at the bottom of the learner work.
- An over-reliance on source material being merely cited within the text does not demonstrate a learner's own knowledge and understanding of the subject. Learners should ensure that material is paraphrased appropriately and not simply copied within the text. Some learners who did not achieve criteria simply did not have enough of their own original material to demonstrate their knowledge and understanding.
- Learners should proofread their work prior to submission to ensure identifiable and traceable references have been included to support the discussion throughout.
- Learners need to check they have made 2 direct quotations and referenced over criteria to ensure success.

Chief Examiner: Clare Scott

Date: 10/11/2019