

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

Assessment: HSC CEA

Submission date: 22 September 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	15
% of learners	13.33%	60.00%	13.33%	13.33%	0.00%	0.00%	Pass rate	86.67%

HSC CEA Theme 2

Safeguarding in health and social care.

Grade	NYA	D	C	B	A	A*	Learners	35
% of learners	22.86%	20.00%	45.71%	5.71%	5.71%	0.00%	Pass rate	77.48%

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

- Some assessments were not signposted making it difficult to identify which criterion the learner is attempting.

Use of word allocation

- Word count varied from 900 to 5000. That said many assessments were around 4000 words.
- Weighting was not always used appropriately whereby higher grades were submitted with minimal words. The impact of this was that depth and breadth could not be seen.
- Shorter word counts: students were clear in some instances, about what grade they were targeting, and this was done quite well, in the D and C grades.

Criteria requirements and command verbs

- Learners need to ensure they understand the command verb when answering a grade criterion.
- B grades were often brief, (see above comments regarding expectations of command verbs)

Referencing of external assessment tasks

- There were incidents where citing was used instead of direct quotes and hence reference criterion could not be awarded. Each reference cited should have information which acknowledges the item. Therefore, the source type must be identified, and the use of a correct referencing format must be included.
- Centres are advised to direct learners to read the guidance about the demands of the reference criteria.

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

- Learners identified many elements of effective communication as their key issues.
- Learners writing holistic style scripts often lost focus of the grade criteria they were attempting, resulting in not yet achieved.
- Learners are reminded of the instruction to use the font style and size in the instructions.

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

- Learners identified two themes most of the time.
- Learners writing signposted scripts achieved some of the higher grades.
- Learners writing in a holistic style often did not address elements of the grading criteria thus not achieving the grade.

Regulations for the Conduct of External Assessment

Malpractice

No instances of malpractice

Maladministration

No instances of maladministration

Chief Examiner: Clare Scott

Date: 26 October 2023