

NCFE

CACHE

Chief Examiner Report

**NCFE CACHE Level 3 Certificate in Health and Social
Care**

QN: 601/6109/7

Assessment code: HSC CEA

Paper number: P002775 and P002776

Submission date: 09 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 CEA – Theme 1 Communication in health and social care

Grade	NYA	D	C	B	A	A*	Learners	377
% of learners	7.43%	55.70%	29.97%	4.77%	2.12%	0.00%	Pass rate	92.57%

HSC CEA – Theme 2 Safeguarding in health and social care

Grade	NYA	D	C	B	A	A*	Learners	162
% of learners	4.32%	64.81%	28.40%	4.00%	0.00%	0.00%	Pass rate	97.21%

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 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 \(QSID\)](#) document.

Standard of learner work

Assessment structure

- Some learners only attempted the lower grades.
- This series has seen many holistically written scripts; learners achieve the best results when they identify the criteria they are attempting.

Use of word allocation

- Some learners used larger word counts while only completing the lower grades, ensuring their success.
- Some learners attempted all criteria utilising only a small word count, they would be better advised to spend their efforts on ensuring the lower grades are secured, before attempting higher grades.

Criteria requirements and command verbs

- The command verb must be considered when responding to all criteria. They are not short-answer questions; they require more than a brief paragraph as has been frequently seen.

Referencing of external assessment tasks

- This series did not see the frequent issues associated with referencing, learners emboldened text and used speech marks to identify quotes.
- Learners must ensure the quotes they use support their writing, not use quotes so big they replace learner work.

Assessment criteria (AC)

HSC CEA – Theme 1 (Communication in Health and Social care)

D Criteria

D1

- Many learners only attempted lower grades providing depth and detail to answer the D grades.
- Learners should be reminded that within D2 responses, there must be a level 3 explanation of the relevance of the key issues to the theme. Simply giving a brief generic rationale of key issues at D2 will not support achievement.
- Where D2 was not met, this was generally due to the responses being too brief – using too few words, a generic or a weak explanation being presented.

C Criteria

C1

- Learners need to ensure they provide enough depth and relate their underpinning knowledge to their chosen theme.

C2

- Generally, C2 was well answered learners frequently describing the 6C's or the Nursing and Midwifery Council (NMC) code of conduct.

B Criteria

B1

- Some learners did not appear to fully understand the expectation of this criteria; often learners attempting the A grades appeared to save words in B1, providing a very brief answer as almost an extension of C1. Learners must pay attention to the demands of the command verb also.
- B1 requires analysis of one theory, philosophical approach or piece of legislation, this is to enable the requirements of the command verb to be achieved 'Analyse', discussing many things does not meet this.

A Criteria

A1

- To achieve the A grades learners must ensure they have secured all other grades, signposting grade criteria helps by ensuring the requirements of the command verbs have been met.

A2

- This was sometimes worthy of awarding however if learners have not achieved B1, A2 cannot be achieved.

A* Criteria

- To achieve A* learners must ensure all other grades are achieved by meeting the command verb requirements, B1 must be met to achieve A2. A1* must include a judgement about how their chosen element affects practice.

HSC CEA – Theme 2 (Safeguarding in Health and Social care)

D Criteria

D1

- Learners sometimes used D1 as a vehicle to discuss all types of abuse.

D2

- Learners should ensure their quotes inform and support their writing, not replace their own work.

C Criteria

C1

- Learners need to ensure they provide enough depth and relate their underpinning knowledge to their chosen theme.

C2

- Generally, C2 was well answered learners frequently describing the 6C's or the NMC code of conduct.

B Criteria

- Learner should be encouraged to read the guidance and focus on the analysis of one theory or piece of legislation. Frequently B1 is the place learners choose to save words, as if they see B1 as an addition to C1; they then fail to meet the requirement of the command verb, B1 must be achieved for A2 to be awarded.
- Many learners only attempted the lower grades.

A Criteria

- To achieve the A grades learners must ensure they have secured all other grades, signposting grade criteria helps in ensuring the requirements of the command verbs have been met.
- B1 must be achieved before A2 can be considered
- This was sometimes worthy of awarding however if learners have not achieved B1, A2 cannot be achieved.

A* Criteria

- To achieve A* learners must ensure all other grades are achieved by meeting the command verb requirements, B1 must be met to achieve A2. A1* must include a judgement about how their chosen element affects practice.
- To achieve A1* B1 and A2 must have been achieved.

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) will affect the outcome on the assessment.

Learners should be aware that plagiarism and the suspected use of artificial intelligence (AI) will be investigated. Most commonly in this series we saw a mix of plagiarism using cut and paste from sources not disclosed in the assignment by the learner, and the use of AI to enhance the quality and content of the writing or replace any original learner work.

Maladministration

There were zero instance 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: 21st July 2025