

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: 16 February 2021

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
- 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.

Grading information

CEA Theme 1 - Communication in health and social care

Grade	A*	A	B	C	D	NYA	Learners	1337
% of learners	0.52	9.57	27.3	35.68	21.91	4.71	Pass rate	94.98

CEA Theme 2 - Safeguarding in health and social care

Grade	A*	A	B	C	D	NYA	Learners	454
% of learners	1.10	8.14	25.55	36.78	21.58	6.82	Pass rate	93.15

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

Assessment structure

- Many learners submitted scripts that were not signposted and as a result, learners lost focus on individual grade criteria. Many scripts were written as a large essay and learners dipped into different criteria in no particular order and hence achieved assessment criteria across a range of different grades and many grades were incomplete.
- Many scripts were written blending D1,2,3, C1,2,3 etc, while this may have enabled learners to achieve up to grade C, trying to blend B1,2,3 & 4 was not successful as B3 was often not attempted.

Use of word allocation

- In many instances word counts were well used, however some learners submitted lower word counts.
- Where a lower word count had been submitted the learners did not attempt all the criteria but stopped at what appeared as a pre-determined grade.
- In some cases, the word count had been used however the submissions were holistically written and learners did not meet the command verbs of the higher criteria.
- When learner submissions are signposted and attempted individually this enables learners to focus on the demands of the command verb.

Criteria requirements and command verbs

- There were some very brief D criteria as you may expect when a learner plans to complete up to A*. As well as the D criteria being very short to save on word counts, a lot of these learners also gave very brief answers for the C grade. This is especially true for C1 and discussion was limited therefore reducing the progression in writing skills expected as they move through the grades.
- C2 Some learners did not focus on this criterion as standards but looked at pieces of legislation, some discussed British values and standards rather than professional standards relating to HSC practice.
- B3 was a common issue; many learners did not address this at all. Often if attempted learners did not address the implications for future practice, the second part of the criteria.
- Some learners were writing quite analytically and had covered A1 but unfortunately due to the holistic nature of the scripts omitted assessment criteria in earlier grades thus limiting their overall result.
- A fairly common theme was the use of case studies, while these can be advantageous to support an answer, frequently the learner was so caught up in the details of the case study, they forgot to mention the links or impacts to the theme. This was particularly for B2 and B3.
- For A grades learners describe the tragic circumstances of a safeguarding or serious case review and forget to add the way the serious case reviews have informed practice.
- A small proportion grouped criteria together, an example is starting with A1, A3, D1, then combining C2 and D2, (etc) however this had a negative impact on their overall grade so having clear guidelines on criteria supports the learner's best interest.
- The criteria which seemed to be the trickiest for learners overall was B3 and the self-reflection. Whether this is an issue for this past year with a lack of placement or a misunderstanding of what was being asked is unclear.

Referencing of external assessment tasks

- Referencing was overall completed well.
- Some scripts had many large quotations and references; there was not enough original learner work to award criteria.

Regulations for the Conduct of External Assessment

Malpractice

There were 16 reported instances of malpractice in this assessment window.

Maladministration

There were no reported instances of maladministration in this assessment window.

Chief Examiner: Clare Scott

Date:16.02.2021