

## NCFE CACHE L3 Certificate in Health and Social Care

### Extended Assessment

Submission date: 5<sup>th</sup> January 2017

### Chief Examiner's Report

#### Theme 1 Communication in Health and Social Care

Jan 2017	A*	A	B	C	D	R	Pass Rate	69.33%
%	0.42	9.66	16.81	22.69	19.75	30.67		

#### Theme 2 Safeguarding in Health and Social Care

Jan 2017	A*	A	B	C	D	R	Pass Rate	79.57%
%	2.15	15.05	10.75	26.88	24.73	20.43		

### Issues for centres to consider in relation to the Certificate in Health and Social Care Extended Assessment and each theme

Extended Assessment structure
<p>Logically structured assessments that respond to criteria requirements from D-A* support candidates to remain focused on the discussion, however:</p> <ul style="list-style-type: none"> <li>only a minority of candidates identified responses to criteria D-A*.</li> <li>where candidates presented holistic discussion, focus was lost on specific criteria requirements, particularly for the higher grades.</li> </ul>
Use of word allocation
<p>Although there has been a positive upward trend in word allocation usage, many candidates submitted assessments with low word counts, some under 1000 words.</p> <ul style="list-style-type: none"> <li>Correlation was found between low word counts and lower grade achievement.</li> <li>Some candidates used excessive words to respond to lower grade criteria, limiting attempts for the higher grades.</li> </ul>

### Criteria requirements and command verbs

There was evidence that candidates had not read the criteria requirements carefully or understood the command verbs.

- The requirements of criteria must be read carefully to recognise the various components to which candidates must respond. The Information and Requirements for Tutors and Learners addresses the requirements and full components of each criterion.
- Candidates that clearly identified the key issues in the lower grades were more likely to remain focused throughout the discussion.
- There were some instances of candidates losing focus on the chosen theme; responses to all criteria must directly relate to the theme.
- Centres could guide candidates to the verb explanations for this assessment to ensure understanding of the expectations of each command verb.
- For command verbs such as 'analyse' or 'evaluate' candidates must avoid description, unrelated comments or bullet points.

### Referencing

There are clearly defined and escalating requirements for referencing that must be met by candidates.

- The majority of referred scripts were as a result of poor referencing techniques; candidates had not included traceable quotations to support their work for the escalating grades.
- Centres could guide candidates to the Information and Requirements for Tutors and Learners for escalating requirements for referencing and use of quotations for this assessment.
- The use of citation seen in scripts made assessment of candidates' own knowledge and understanding difficult; this impacted on higher grade achievement.

### Confidentiality

Some candidates had referred directly to placement settings by name which breaches confidentiality. Placements must remain anonymous when candidates include practice examples.