

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)

Assessment: HSC CEA

Submission date: 22 September 2022

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 boundary information
- 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 boundary information

HSC CEA Theme 1

Communication in health and social care

Grade	NYA	D	C	B	A	A*	Learners	104
% of learners	13.46	54.81	30.77	0.00	0.96	0.00	Pass rate	86.54

HSC CEA Theme 2

Safeguarding in health and social care

Grade	NYA	D	C	B	A	A*	Learners	43
% of learners	6.98	30.23	60.47	2.33	0.00	0.00	Pass rate	93.02

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](#)).

Standard of learner work

Assessment structure

- learners attempted holistic assignments in some cases, blending criteria and grades

Use of word allocation

- overall, the submissions were on the low side, with many learners using less than 1000 words
- overall, less learners selected the T2 theme of safeguarding, and there were still learner submissions with low word counts

Criteria requirements and command verbs

- command verbs were not always used and when learners attempted to blend criteria, for example, blending all the D or C criteria, this was not always successful
- regarding T2, learners provided detailed and lengthy information from the cases they used within their work, using up the word count and not relating the narrative to any grade criteria

Referencing of external assessment tasks

- learners frequently only used citations, this over reliance did not allow them to demonstrate their own knowledge or understanding
- some centres are still not using quotations
- references are not part of the word count
- hyperlinks are not a correct format for referencing

Assessment criteria

HSC CEA Theme 1

D Criteria

- many learners only attempted the D criteria
- blending criteria was often successful for the 2 D grades

C Criteria

- many learners attempting up to C grade achieved what they set out to do
- blending the C criteria was often not successful as learners failed to relate C1 to the key issues they had identified in D1, or failed to describe values, principles or standards and relate them to the theme

B Criteria

- learners need to address the command verb of 'analyse' and not write lengthy descriptive accounts failing to relate them to the theme
- some learners submitted good B3s, analysing their own learning and how it could impact their future practice; this was nice to see

A Criteria

- very few learners attempted the higher grades

HSC CEA Theme 2

D Criteria

- many learners only attempted the D criteria
- blending criteria was often successful for the 2 D grades

C Criteria

- many learners attempting up to C grade achieved what they set out to do
- blending the C criteria was often not successful as learners failed to relate C1 to the key issues they had identified in D1, or failed to describe values, principles or standards and relate them to the theme

B Criteria

- learners need to address the command verb of 'analyse' for the T2 theme, they seemed to be able to apply their knowledge of legislation and analyse the relevance to the theme
- some learners submitted good B3s, analysing their own learning and how it could impact their future practice; this was nice to see

A Criteria

- very few learners attempted the higher grades

Regulations for the conduct of external assessment

It is suggested learners are instructed to read the assessment instructions. These give clear guidance on the assessment expectations in terms of the permitted word counts and the expected methods of quotations and referencing.

Malpractice

There were no 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.

Maladministration

No instances of maladministration were reported 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: 19.10.2022