

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: 10 May 2024

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 (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	470
% of learners	14.32	34.40	38.39	9.40	2.99	0.00	Pass rate	85.18%

HSC/CEA

Theme 2 – Safeguarding in health and social care

Grade	NYA	D	C	B	A	A*	Learners	357
% of learners	17.65	46.22	32.49	3.64	0.00	0.00	Pass rate	82.35%

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 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

- Most learners submitted signposted scripts with each grade criteria being attempted identified.
- Learners achieve the best results when they identify the grade criteria they are attempting.
- Learners submitting holistic scripts often miss criteria.
- Referencing was not the issue that it previously has been.

Use of word allocation

- This assessment series saw many shorter scripts with learners submitting lower word counts.
- Many scripts using a higher word count only attempted the lower grades.

Criteria requirements and command verbs

- Learners must read the command verb to ensure they can meet the requirements.
- Learners must remember that submitting the paraphrased work of others does not replace the need to demonstrate their own knowledge and understanding.

Referencing of external assessment tasks

- The use of correct quotations, and their referencing was evident across the series.
- A minority of learners still did not reference correctly with quotations and sources.

Assessment criteria (AC)

HSC/CEA theme 1 (Communication in health and social care)

D grade criteria

- Sometimes the learner submission for D1 was too brief to award.
- For the majority of cases learners answered the D grades well, achieving the mark they set out to.

C grade criteria

- Learners must make sure to relate any theory of communication back to the key issues they identify in D1, it is not sufficient to describe a theory or philosophical approach.

B grade criteria

- B1 was often not achieved due to it being very brief and more descriptive than analytical.
- Learners choosing legislation for this criterion must remember to show the contribution of the legislation to the theme.
- B3, learners must discuss their own learning, and impact on future practice.
- Sometimes B1 was not met due to not being related to the theme.

A grade criteria

- A2 was sometimes not achieved as B1 must be achieved before A2 can be achieved.

A* grade criteria

- A1* cannot be achieved without first achieving A2.

HSC/CEA theme 2 (Safeguarding in health and social care)

D grade criteria

- The D grades submitted for this theme tended to be quite lengthy, often telling a complete case study.

C grade criteria

- Generally answered very well by learners.
- C2 In this assessment round learners did not confuse principles and standards with legislation.

B grade criteria

- B2, sometimes learners discussed what equality and diversity where rather than the ways equality, diversity and inclusion can be demonstrated.
- B3, learners must discuss their own learning, and impact on future practice.

A grade criteria

- A2 was sometimes not achieved as B1 must be achieved before A2 can be achieved.

A* grade criteria

- A1* cannot be achieved without first achieving A2.

Regulations for the Conduct of External Assessment

Malpractice

There were 12 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

There was **no** instance of maladministration 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: 15 July 2024