

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: 5 January 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
- 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	1152
% of learners	11.81%	34.98%	41.67%	9.81%	1.56%	0.17%	Pass rate	88.19%

HSC / CEA

Theme 2 – Safeguarding in health and social care

Grade	NYA	D	C	B	A	A*	Learners	1372
% of learners	12.09%	29.56%	48.15%	9.40%	0.78	0.00%	Pass rate	87.91%

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 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 did not identify the criteria they were attempting when submitting holistic assessments.
- Submitting scripts in this way means that learners can miss entire criteria.

Use of word allocation

- Some learners only used part of the word count submitting assignments with low word counts.
- Some learners submitted lower word counts but attempted all the criteria up to A*.
- The word count applies to learners' own work and does not include quotations and their sources.
- Attempting the higher grades when a low word count has been utilised is rarely successful.

Criteria requirements and command verbs

- Learners who identified criteria were more frequently able to achieve the demands of the command verbs and not forget elements of criteria.

- Learners need to use the maximum word count to achieve the demands of command verbs and achieve the higher grades.
- Grouping criteria together is rarely successful, for example, B1, 2, 3, 4 and B3 was frequently missed altogether.
- Blending criteria is not advisable as C1, B1, A2, A*1 results in command verbs and the requirements of the individual criteria not being met (for example, describe, analyse, discuss and evaluate).

Referencing of external assessment tasks

- Centres are advised to remind learners to read the demands of the referencing criteria and the guidance on referencing provided.
- Some learners did not identify the quotations in speech marks making identification of the quote impossible.
- Some learners placing hyperlinks at the bottom of paragraphs could not be awarded the reference grades as quotations could not be deciphered from the learner work.
- A separate section of D3, C3, B3, and so on, and placing quotations and sources in these at the end of the criteria does not meet the demand of the reference criteria, as it does not inform the learners writing.
- Emboldening the quotation makes this easy for the learner to see they have completed it and the examiner to credit their work.

HSC / CEA theme 1 (communication)

D grade criteria

- Sometimes the D and C responses had been completed in great detail, even though D1 was asking to 'identify'. This was expanded in many cases which impacted on the remaining word allowance to attempt the higher grades.

C grade criteria

- The C grades were frequently answered well by learners.

B grade criteria

- The criteria guidance states 'one' theory, philosophical approach, legislation, or report; describing multiple legislations does not meet the criteria and often work lacked the depth needed to meet the command verb command 'analyse'.
- B2 requires learners to discuss a range of 'ways' to ensure the provision of equality, diversity, and inclusivity, often the ways were lacking and learners described what equality and diversity are, or the importance of being inclusive.
- Attempting to blend B2 and A2 is not a successful strategy, the guidance states what each criteria is asking learners to do.
- B3; many learners have written generically and not from their own experience, the most frequent omission being the effect on their own future practice.

A grade criteria

- A2 was often not achievable as B1 had not been achieved.

A* grade criteria

- No comment.

HSC / CEA theme 2 (safeguarding)

D grade criteria

- Sometimes the D responses had been completed in detail, providing lengthy accounts of specific safeguarding cases, or descriptions of all the types of abuse.

C grade criteria

- No comment.

B grade criteria

- The criteria guidance states 'one' theory, philosophical approach, legislation or report; describing multiple legislations does not meet the criteria often work lacked the depth needed to meet the command verb command analyse.
- B1 was sometimes very brief between lengthy C grades and descriptive A grades.
- B3 needs to be an analysis of their learning, not a list of achievements.
- B3 must be personal to the learners, not generic.

A grade criteria

- Many learners attempting the A grade did not meet the criteria as providing a lengthy description about a child protection case.
- A2 was often not achievable as B1 had not been achieved.

A* grade criteria

- Blending A and A* is not a successful strategy as the demands of the command verbs are not met.

Regulations for the Conduct of External Assessment

Malpractice

There were **10** 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 **one** 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: 11 March 2024