

NCFE CACHE Level 3 Extended Diploma in Health and Social Care (601/6110/3)

Assessment: HSC EDEA

Submission date: 17 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
- 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 EDEA Theme 1

Professional practice in health and social care

Grade	NYA	D	C	B	A	A*	Learners	189
	10.05%	61.90%	23.28%	3.70%	1.06%	0.00%	Pass rate	89.95%

HSC EDEA Theme 2

HSC/EDEA 2 Empowerment within health and social care.

Grade	NYA	D	C	B	A	A*	Learners	83
	12.05%	24.10%	40.96%	18.07%	2.41%	2.41%	Pass rate	87.95%

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, these are highlighted within the [Qualification Specific Instructions for Delivery](#) (QSID) document.

Standard of learner work

Assessment structure

- Learners appeared to be prepared well for the assessment.
- Centres are advised to read the title of theme 1, 'Professional practice in health and social care' this **should not** be adapted to career and professional development, or any other slant on the correct theme 1 title.

Use of word allocation

- Some learners submitted low word counts, still attempting up to the A grades.
- Some learners submitted low word counts attempting only lower D and C grades, often achieving what they set out.

Criteria requirements and command verbs

- This series has seen an increase in the use of artificial intelligence and paraphrasing used to assist in the writing of scripts

Referencing of external assessment tasks

- Referencing varied across scripts, some did not include quotations or references even in the D grade and hence not yet achieved.
- Citations have been frequent, centres are advised to direct learners to read the instructions prior to commencing the assessment.

HSC EDEA Theme 1 (Professional practice)

D Criteria

- Frequently answered well with two clear key issues for D1.

C Criteria

- C1 often answered well.
- C2 Learners seem to mix up HSC values and principles with policies and procedures.
- Some learners wrote about legislation again in C2.

B Criteria

- B1, it may be better to choose legislation more carefully in order to be able to demonstrate breadth and depth in the learner submission. Sometimes learners fail to link the legislation to the theme.
- B1 asks learners to provide analysis of one theory or legislation, this is to enable depth of knowledge to be shown, discussing three theories or legislations will frequently not achieve this mark as the coverage is superficial on all 3.
- B1, learner selecting a theory to answer this criteria sometimes failed to meet the requirements of the command term, describing the theory again as they had done for C1.
- B3 Many students found it difficult to write in the first person for this criteria. B3 is asking for the learners **own learning** to inform a conclusion in respect of the implications **for future practice**.
- B3 Most learners did link B3 to their own future practice.

A Criteria

- No comment

A* Criteria

- To achieve A* learners must be sure to have first achieved B1 and A2. A scant B1 will ensure the learner can achieve no more than a C grade as a final grade.

HSC EDEA Theme 2 (Empowerment)

D Criteria

- Frequently answered well with two clear key issues for D1.

C Criteria

- C1 No comment
- C2 Learners need to focus on **how** their selected values, principles or standards underpin their selected theme.

B Criteria

- B1, learners must provide depth here to meet the command term and not just repeat C1.

- B1 is frequently very brief, this is an 'analyse' task. Learners frequently submit one paragraph.
- B3 Many students found it difficult to write in the first person for this criteria. B3 is asking for the learners **own learning** to inform a conclusion in respect of the implications **for future practice**.
- B3 Most learners did link B3 to their own future practice.

A Criteria

- To achieve A2, B1 must first be achieved.

A* Criteria

- To achieve A* learners must be sure to have first achieved B1 and A2. A scant B1 will ensure the learner can achieve no more than a C grade as a final grade.

Regulations for the Conduct of External Assessment

Malpractice

There were 27 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) or the use of artificial intelligence to create assignments will affect the outcome on the assessment.

Maladministration

0 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: 12 July 2024