

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: 10/05/2022

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
- assessment structure
- standard of learner work
- 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

CEA Theme 1: Communication in health and social care

Grade	NYA	D	C	B	A	A*	Learners	724
% of learners	15.61	38.12	30.11	13.95	1.93	0.28	Pass rate	84.39

CEA Theme 2: Safeguarding in health and social care

Grade	NYA	D	C	B	A	A*	Learners	713
% of learners	11.36	46.56	30.58	11.08	0.42	0	Pass rate	88.64

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

- some learners have written holistic scripts; this style of writing often loses focus from the individual grade criteria as the assignment progresses, often becoming the assignment the learner wants to write
- learners should complete lower D and C criteria before attempting higher B, A and A*
- many scripts needed further proofreading by the learner, some criteria were very muddled and not related to the chosen theme
- some copy and paste submitted from some learners, and some work that has been 'anonymised' to the point it does not make any sense
- learners are advised not to combine criteria, as information can only be accredited once when marking, therefore the examiner may use different sections of information to that which the learner intended – the best approach is to respond to each criterion individually, clearly identifying the criterion at the start of the response
- centres are asked to check the correct theme has been identified prior to uploading
- centres are asked to please take extra care when scanning learner submissions to upload, we have had a number of occasions where double-sided work had been scanned as single-sided; this is an issue that could easily slip by less vigilant examiners having a detrimental effect on overall grades
- for the same issue centres are reminded to read the submission instructions, learners should be advised to number pages and have a header with their full name and learner number

Use of word allocation

- the use of the word allocation varied greatly
- some word counts below the 1000, ranging up to the full allocation of 5500
- some learners just managed to achieve the D criteria with very low word counts, some learners only attempted the D criteria and used 4500 words
- some word counts were in excess of the maximum 5500; on electronic scripts the word count is at the bottom of the screen, original learner work (not including references) above the maximum word count was not marked

Criteria requirements and command verbs

- some learners attempted B grade with 1500 words hence higher criteria were too brief to meet the demands of the command verb
- some learners submitted work which was left mid criteria for example, B1 but no B2

Referencing of external assessment tasks

- many learners included their references in the word count; thus, submitting assignments with higher word counts but only attempting the D and C criteria
- a strange phenomenon this series of learners using hyperlinks to video clips as quotes to then discuss
- some submissions showed an over reliance on reference material, this is not a substitute for a demonstration of original learner work
- paraphrasing does not meet the requirements of the referencing criteria, as a citation is not a quote; a minimum of 2 quotes should be clearly identified within each grade

Standard of learner work

D criteria

- many learners attempted D grade only, submitting very short assessments
- D1 command verb is 'identify', asking learners to recognise and name the main points accurately, this requires more than a bullet point and 2 words, particularly if D2 'explain' is also not fully explained in detail

C criteria

- C1: many learners described underpinning knowledge of a 'theory, philosophical approach, legislation or report', some failed to link this back to the issues they had identified in D1
- C2 learners answered this well, understanding professional standards and values

B criteria

- B1: many learners failed to relate their choice of theory, philosophical approach, legislation or report to their selected T1 or T2 theme
- B2: equality was sometimes described, but not in context of communication, which was sometimes a 'token' added at the end of the paragraph
- there were some excellent B3 submissions; learners reflecting on their own experiences and learning, and linked to the theme
- some learners reflected on their learning but did not relate this to future practice, thus could not be awarded B3

A criteria

- to achieve A2 learners must have achieved B1: this means fully relating their choice to their T1, T2 theme to achieve B1 before they are then able to then discuss the impact in A2

Regulations for the conduct of external assessment

Malpractice and maladministration

There were 0 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.

Chief examiner: Clare Scott

Date: 20.06.2022