

# NCFE CACHE Level 3 Certificate in Health and Social Care (601/6109/7)

**Assessment: HSC CEA**

**Submission date: 10/05/2023**

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	713
% of learners	9.68	41.65	36.61	10.38	1.54	0.28	Pass rate	90.46

### HSC CEA Theme 2

Safeguarding in health and social care.

Grade	NYA	D	C	B	A	A*	Learners	304
% of learners	14.47	48.03	30.00	7.00	0.00	1.00	Pass rate	85.53

## 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](#) document (QSID).

## Standard of learner work

### Assessment structure

- Learners followed the grade criteria well, identifying the grade criteria being attempted.
- Some learners did not signpost individual grade criteria, the resulting blended answers often do not meet the individual requirements, often not meeting the command verb requirements,
- Learners seem comfortable with theme 1 communication. Learners attempting Theme 2 safeguarding must remember they are using valuable words to provide a narrative of a previous safeguarding case.

### Use of word allocation

- Many learners produced assessments of low word counts, frequently only attempting the lower criteria.

### Criteria requirements and command verbs

- Learners need to ensure they read the requirements to grade criteria fully before commencing; an example is the requirement to provide 2 reasons for the criterion they are attempting, not 1.

### Referencing of external assessment tasks

- Centres are advised to encourage learners to read the instructions fully before commencing the assessment.
- Still some learners are not referencing correctly, some not at all, a source at the end of a paragraph does not meet the criteria which asks for a quotation in speech marks or emboldened text.
- Paraphrasing does not meet the requirements of the reference criteria.

## HSC CEA Theme 1

### **D Criteria**

- No comment

### **C Criteria**

- C1 was sometimes quite limited in links to legislation or reports, and the key issues identified. Frequently quite descriptive of the legislation only.
- C2 was sometimes not specific in the identification of values or principles, and difficult to link to the theme.
- Communication was completed fairly well with robust responses especially for C1. The higher grades often attempted with the theme and some providing analysis as required in B1.

### **B Criteria**

- B1 is the criteria where most learners were challenged. Many choose to write about multiple theories or legislations, or a combination of both, but this did not then usually fully address the criteria as answers were limited and often incoherent.

### **A Criteria**

- No comment

### **A\* Criteria**

- No comment

## HSC CEA Theme 2

### **D Criteria**

- Safeguarding the answers would lose focus and the theme was at time tenuous especially for the higher grades attempted.

### **C Criteria**

- No comment

### **B Criteria**

- No comment

### **A Criteria**

- No comment

### **A\* Criteria**

- No comment

## **Regulations for the Conduct of External Assessment**

### **Malpractice**

There were one instance 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: 08/07/2023**