

**NCFE CACHE Technical L3 Certificate in Health and Social Care (601/8434/6)**  
**NCFE CACHE L3 Technical Extended Diploma in Health and Social Care (601/8435/8)**

**HSC1**

**Assessment window:** 23/01/2020 - 10/02/2020

**External assessment task title:** Safeguarding vulnerable people

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 provide a holistic overview as to where learners generally performed well, as well as any areas where further development may be required.

**Key points:**

- grading information
- administering the external assessment
- assessment structure
- use of word allocation
- criteria requirements and command verbs
- referencing of external assessment tasks
- 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.

**Grading information**

Grade	A*	A	B	C	D	NYA	Learners	2067
% of learners	1.26	14.51	35.95	26.03	15.09	7.16	Pass rate	92.84

**Administering the external assessment**

The external assessment is supervised 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 Document ([QSID](#)).

## **Issues for centres to consider in relation to HSC1:**

### **Assessment structure**

- Most of the learner's signposted work to each individual criterion as is required for this assessment.
- There was evidence of some well-structured assessments with examples of practice used effectively to support responses.
- Centres should continue to advise learners to undertake appropriate research, plan and proofread their assessments both during, and as a final check before submission.
- Centres should continue to advise learners to ensure the content is clear and understandable for the reader and accurately responds to the specific requirements of each criterion.

### **Use of word allocation**

- There was good use of the word allocation in most learners' work.
- Some learners submitted lower word counts but did not seem to want to attempt higher grades.
- Some learners gave very extensive answers for D grades and then did not have the word allocation to fully develop answers to achieve the higher grades

### **Criteria requirements and command verbs**

- The requirements of each criterion must be read carefully to recognise and understand the various components. Learners should also focus carefully on the command verbs and the title in each criterion.
- Where learners did not achieve the D criteria this was usually down to not providing 2 reasons or ways as required to meet the criteria.
- Some learners tried to restrict the word count too much in D grade and hence the evidence was too brief to meet the criteria "explain/describe" command verb. .
- C1 required learners to describe policies or procedures and relate this to the title; a description of a policy was provided by some learners; not the required expansion as to how this would underpin practice; some learners did not relate their chosen policy/procedure to safeguarding vulnerable people.
- C2 required learners to discuss the value of the person-centred approach; some learners needed more focus on the VALUE of person-centred practice not just the theory of what it is.
- B1 required learners to discuss and relate their answer to how practice has been informed, not just a description of the chosen legislation or theory. A significant number of learners struggled to accurately discuss how legislation contributes to the practice of safeguarding vulnerable people; but, when done well, the Mental Capacity Act was a solid choice.
- B2 (inclusive practice) sometimes proved challenging. Some learners failed to make the link to safeguarding thus not achieving the criteria.
- Some learners that attempted the highest criteria did not have enough words to fully develop their responses.
- To enable analysis and evaluation to meet the higher criteria, answers were sometimes too limited to show enough depth of understanding, suggestive of poor allocation of the word count, with either too much given to the D and C criteria, or learners spending too long on C and D criteria and running out of time.
- In A2 some learners included ONLY the strengths of working in partnership with other health and social care professionals and, therefore, were not able to achieve A2.
- Learners should not identify their work experience placements by name and town to ensure confidentiality is not breached.

## **Referencing of external assessment tasks**

- This assessment saw an overuse of citation instead of direct quotation to support the explanation of the learner to meet criterion.
- Lots of paraphrasing; overall this was quite well done but at time it was difficult to check the sources, due to the large amount of paraphrasing it was sometimes difficult to track learners' own knowledge and understanding.
- Some learners added references at the end of the grade being attempted; a section for D3 or C3 with 2 stand-alone quotes. This does not support the learner work, where learners gained an NYA it was because they had not provided direct quotes to support their explanation within their work.
- Learners should use direct quotes in quotation marks, fully referenced within the body of their work to enable them to achieve the referencing criteria.

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

There was a small number of learners that did not state the word count, these scripts felt particularly long, a reminder that the instructions ask for a specific font style and size.

## **Malpractice**

There were two reported instances of malpractice in this assessment window. The Chief Examiner would take this opportunity to advise learners that instances of malpractice (for example, copying of work from another learner or un-referenced/plagiarised material will affect the outcome on the assessment.

## **Maladministration**

There was one reported instances of maladministration in this assessment window. The Chief Examiner would highlight the importance of adhering to the Regulations for the Conduct of External Assessment in this respect.

Chief Examiner: Clare Scott

Date: 02.04.2020