

NCFE CACHE Technical Level 3 Extended Diploma in Health and Social Care 601/8435/8

Assessment: HSED2

Submission window: 06/02/2023 - 01/03/2023

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 boundary information
- 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 boundary information

Grade	NYA	D	C	B	A	A*	Learners	2056
% of learners	28.89	24.90	29.96	15.03	1.17	0.05	Pass rate	71.11

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 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 for HSCED2

Assessment structure

The assessment requires learners' own knowledge and understanding to be shown through responses to criteria. Knowledge and understanding are not demonstrated through cited or paraphrased content in place of learner's own words.

Use of word allocation

Some learners did not use adequate number of words when responding to D grade criteria. Where D criteria was not met, this was mostly a result of too few words being used to present 'simple identification' rather than the required description or explanation. Some learners only used around half the word count to attempt up to B4 grade, this will not support achievement as the depth of response required will most likely not be met.

Criteria requirements and command verbs

The command verbs are an extremely important element of the assessment, learners should be aware of the expectations of each command verb particularly in relation to D grade (which does not include identify) and B and above where discussion, analysis and evaluation must be demonstrated.

Referencing of external assessment tasks

Many learners who gained NYA grade presented content which was over reliant on quotes and paraphrased material, this approach did not support achievement. Learners must not copy text, change/add words and present as their own- this type of content that does not support own understanding is marked around and only original content is considered. Where there is a complete lack of original learner content by way of too much sourced material or too many quotes within responses, learners did not achieve.

Referencing should be in line with grade requirements, for example, D grade requires **two** quotes which support the description/explanation. These quotes should be clearly shown through use of bold text/italics/quotation marks, and the source identified to allow for tracing. Citation and paraphrasing should be avoided as this does not meet the requirements of referencing and uses up valuable word count that should be used to show own understanding. Quotes should be within responses to support learner's own understanding and not presented in isolation at the start or end of the criteria.

D grade criteria

The response should be in line with the requirements of the command verb, whilst focused on both duty of care and the requirements of each criterion.

Where D grade was not met this was usually due to the response being generic in context of the criteria but lacking focus on duty of care.

Where D3 was not met, this was mostly due to a lack of two ways to assess wellbeing being described. Some learners focused on reasons to assess service users, or identified two factors that could be assessed but lacked description of two ways to undertake assessment, therefore did not achieve.

C1/2 grade criteria

The response requires both the criteria focus (reflective practice and professional development) to be considered in context of duty of care. Where grade C was not met it was generally due to generic response being presented, which lacked focus on duty of care.

C3 grade criteria

This requires a ONE standard to be discussed in context of duty of care. Where not met, learners described an act or range of standards, rather than one standard, therefore lacked the depth of discussion. Some learners did not include discussion as to how the standard underpins practice in context of duty of care, therefore did not achieve.

B1 grade criteria

This requires ONE piece of legislation or report relevant to duty of care to be selected, along with the impact on practice discussed in context of duty of care. Where B1 was not met this was mostly due to lack of focus on the impact of the chosen report/legislation in context of duty of care. Where **B2 grade criteria** was not met, this was mostly down to generic description, rather than analysis of, characteristics

of an effective care environment that supports inclusion and equality. There was often very little linkage to duty of care, this being either at the beginning of the response only or being tagged on to a closing statement.

A1 grade criteria

This requires evaluative discussion of strategies that support wellbeing related to duty of care. There was a general lack of evaluation seen within responses, or the evaluation presented did not include strengths/benefits or limitations of the strategy in context of duty of care.

A2 grade criteria

This requires learners to consider their own opinions and values in relation to duty of care when working with service users and families. Where not met it was mostly due to generic discussion, with weak generic links to the title, for example, 'so it is important for duty of care,' without specifying why.

A* grade criteria

This requires clear critical analysis of a piece of research in context of duty of care to promote wellbeing. Although only attempted by a few learners, where not achieved there was a lack of critical analysis, or analytical linkage to duty of care.

Regulations for the conduct of external assessment

Malpractice

There were 7 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 presenting sourced material as own words) will affect the outcome on the assessment.

Maladministration

There were 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: Corinne J Barker

Date: 18/04/2023