

NCFE

CACHE

Chief Examiner Report

**NCFE CACHE Level 3 Certificate in Health and Social
Care**

QN: 601/6109/7

Assessment code: HSC/CEA Themes 1 and 2

Paper number: P003192 and P003193

Submission date: 26 September 2025

Introduction

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 performed 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 (AC)
- 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	3
% of learners	33.33%	0.00%	33.33%	33.33%	0.00%	0.00%	Pass rate	66.67%

HSC CEA – theme 2 Safeguarding in health and social care

Grade	NYA	D	C	B	A	A*	Learners	10
% of learners	10.00%	50.00%	20.00%	20.00%	0.00%	0.00%	Pass rate	90.00%

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#) document. 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](#) (QSID) document.

Standard of learner work

The standard of learner work varied in many ways, word counts, style of submission and formats.

Assessment structure

Some learners submitted assignments of a holistic style, those who signposted the criteria they were attempting generally achieved the grade attempted.

Use of word allocation

The word counts submitted by learners varied, some submitting very low word counts attempting only D grades while others attempted up to A grade utilising the full possible allocation.

Criteria requirements and command verbs

Learners appeared to understand the requirements of the command verbs in most cases, using the word count to ensure success.

Referencing of external assessment tasks

Quotations identified by speech marks, and sources identified were evident in most scripts. Learners are advised to not paraphrase large amounts of information as this does not demonstrate their own knowledge or provide quotations to meet the criteria for referencing. The [Learner Guide to Referencing](#) document is available to support with referencing styles.

Assessment criteria (AC)

HSC/CEA – theme 1 communication in health and social care

D Criteria

D1: most learners successfully identified two key issues to meet this criteria.

D2: learners must explain the relevance of the selected key issues. Simply identifying them, as required for D1, is not sufficient to achieve D2

D3: learners must include quotations that are clearly marked using speech marks, italics, or bold text. Each quotation must be referenced at the point of use, and any taken from websites should be shown in full, including the date of access.

C Criteria

C1: learners who attempted the C criteria successfully described an appropriate theory, philosophical approach, legislation, or report to satisfy the requirements for C1

C2: learners demonstrated good knowledge of values and principles and standards in health and social care.

C3: quotations must be included and clearly marked using speech marks, italics, or bold text. Each source should be referenced at the point of use, and any quotations from websites must include the full URL and date of access.

B Criteria

B1: to achieve B1, analysis must be provided to meet the command verb requirement; an explanation alone is insufficient.

B2: strong discussions on practical strategies for promoting equality, diversity, and inclusion were evident.

B3: learners provided analysis of their own learning and the impact on their future practice to secure B3

B4: quotations were included and clearly identified using speech marks, italics, or bold text, with sources referenced at the point of use. Any quotations from websites were shown in full, including the date of access.

A Criteria

No learners attempted A grades for theme 1 in this series.

A* Criteria

No learners attempted A* grades for theme 1 in this series

HSC/CEA – Theme 2 Safeguarding in Health and social care

D Criteria

D1: most learners successfully identified two key issues to meet this criteria.

D2: they then explained the relevance of these issues, which secured the award for D2

D3: most learners did provide quotations, identified by speech marks and sources visible.

C Criteria

C1: learners attempting C grades for theme 2 have described a theory, philosophical approach or piece of legislation or report to meet this criteria.

C2: learners demonstrated strong understanding of values, principles, and standards in health and social care. For theme 2, this often-included references to types of abuse or specific safeguarding cases.

C3: quotations were included and clearly marked with speech marks, with sources appropriately referenced.

B Criteria

B1: learners attempting B1 for theme 2 generally achieved their goal, even when providing holistic submissions.

B2: strong discussions were presented on practical strategies to promote equality, diversity, and inclusion to secure this criteria.

B3: reflective analysis of personal learning and its impact on future practice was demonstrated.

B4: quotations were included and clearly marked with speech marks, with sources appropriately referenced.

A Criteria

No learners attempted A grades for theme 2 in this series

A* Criteria

No learners attempted A* grades for theme 2 in this series

Regulations for the conduct of external assessment

Malpractice

There were zero 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.

Maladministration

There were zero instances of maladministration 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: 27 October 2025

