

NCFE CACHE Level 3 Applied General Certificate in Health and Social Care 603/2914/2

Assessment: AGCHSC

Submission date: 24 April 2024 to 10 May 2024

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 (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 boundary information

Grade	NYA	Pass	Merit	Distinction	Learners	13
% Of learners	61.54	30.77	7.69	0.00	Pass rate	38.46%

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](#) (QSID) document.

Standard of learner work

Assessment structure

- External assessment task title 'Practitioner's duty of care to service users'. The learners followed the required assessment structure, addressing in turn all the pass criteria, followed by the merit and distinction. A cover sheet was completed, and details were correctly recorded.

Use of word allocation

- 1500 words were deemed to be used effectively for learners working to both the pass and the merit grades.
- The word count for the distinction criteria D1 generally required more words to engage proficiently with analysis. Therefore, more concise responses to the pass criteria were needed, to make available more words. For the small number of learners that addressed the distinction criteria the word count generally was adequate to potentially achieve this criteria.
- All learners utilised the full word count; no learners exceeded this.
- For some learners the external assessment cover sheet was not correct, and the 'external assessment cover sheet – declarations of authenticity' instead was used. This did not have the confirmation of the learner's word count.

Criteria requirements and command verbs

- The command verb 'discuss' in the M3 criteria was not always effectively addressed.
- Some 'explain' command verbs offered a description more than an explanation.
- Analysis in D1 lacked depth and/or range. Accompanying this, D2 did not demonstrate wider background reading.

Referencing of external assessment tasks

- Referencing of the traceable quotes were addressed with good success. Most learners providing quotes that were clearly identifiable within criteria work and supported by a reference of the book or website source.

- Many learners clearly took care with the accuracy and formatting used when recording of their quotes.
- Overall, all quotes were appropriately selected. There were none that were significantly extensive in forming part of the criteria, which would then have limited the expression of the learner's knowledge and understanding. Learners are encouraged to continue to not over-rely on extensive quotes selecting to paraphrasing instead.

Assessment criteria (AC)

Pass criteria

- All learners attempted the pass criteria but not all passed this.
- P1 – most learners did pass P1. Those that did not lacked detail in terms of development in the identified stage in relations to the title – 'Practitioner's duty of care to service users'. The life stage adolescence was a popular choice.
- P2 – most learners made clear reference to a specific health and social care practitioner, which lent itself to the title well in terms of 'Practitioner's duty of care to service users'. A very small number of learners did not identify the health and social care practitioner. When identification of a practitioner was given, a midwife was a popular choice.
- P3 – this criteria lent itself well to the title; subsequently, this should have been relatively simple to apply, and this was the case for most learners who met the criteria.
- P4 – this appeared to be more challenging of the pass criteria, although was generally undertaken competently by most learners. Learners that gave a more generic response tended to not identify specific health education campaigns, and this limited the ease of the application to the title. Effective responses referred to a campaign and linked this to practitioners who would utilise the campaign in their duty of care, such as adolescent mental health using 'Every mind matters by practitioners.'

Merit criteria

- Most learners attempted the merit criteria.
- M1 – this was addressed effectively by most learners, as it lent itself well to the assessment title, learners were successful in this aspect. Discussion generally could have offered more engagement.
- M2 – the criteria provided a clear route to explaining how a practitioner can meet their duty of care to service users through the application of informed care planning. Yet, several learners found this application challenging and failed to provide enough engagement with this. The use of specific examples would have supported these learners' responses, as too many were too generic. Care planning for example, that identifies risk in meeting the choices and preferences of a young cared for person, who wished to have greater dependence, could utilise a risk assessment as part of the practitioner's duty of care.
- M3 – this proved demanding. When this criteria was met, it was adequate rather than a strong response. This often focused more on continuing professional development (CPD) than reflective practice, although reflective practice can inform CPD, it is not a question

solely on CPD. Learners struggled to discuss how reflection and its application supports effective care in relation to a practitioner's duty of care. Again, the use of examples to show this application and to support discussion was needed, as well as there being enough content to meet the minimum required to meet this criteria. For example, the outcome of a care worker reflecting on the difficulties a service user is having in maintaining their personal care. Reflection may result in the application of strategies to support the service user's active participation in their personal care, and in doing so the care worker is maintaining their duty of care in ensuring the service user's personal care is maintained.

Distinction criteria

- Less than half the learners did not attempt the distinction criteria.
- In most cases, D1 analysis was underdeveloped to be able to award the criteria.
- D2 did not present wider background reading.
- Learners attempting the distinction criteria need a greater awareness of the command verb 'analyse' and what would constitute 'wider' reading in terms of different sources used, rather than lots of quotes from a limited number of sources, or more sources, but not sources that would be considered different.

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 was 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: Vickie Davis

Date: 18 July 2024