

# **3625-20 – Level 2 Technical Certificate in Healthcare, Care and Childcare**

**2019**

**Qualification Report**

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# Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

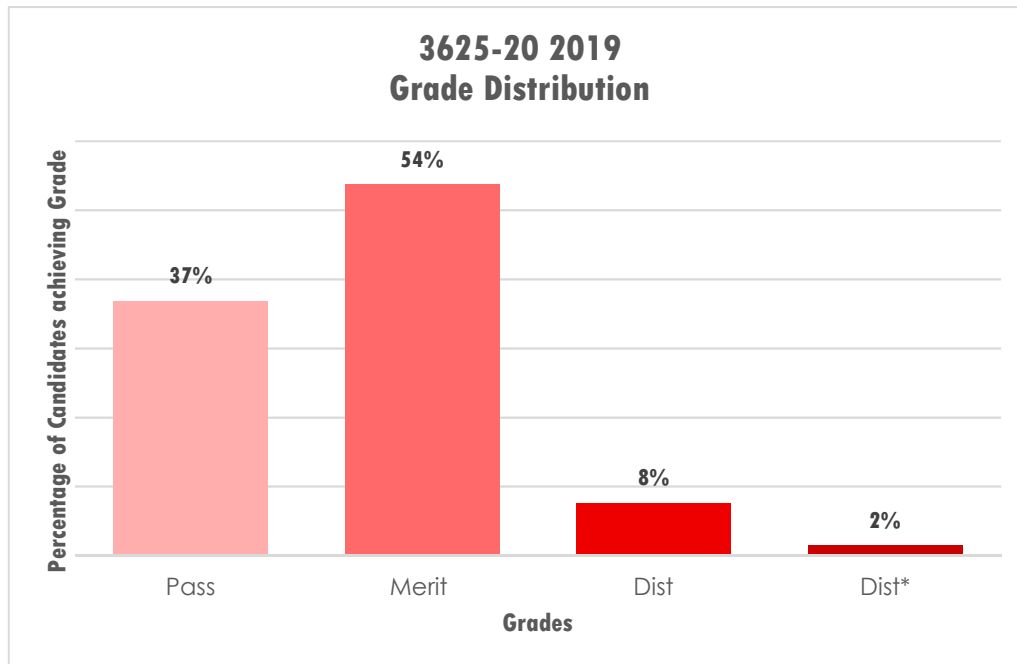
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2018 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 3625-520/030 Level 2 Healthcare, Care and Childcare – Theory Exam
  - March 2019 (Spring)
  - June 2019 (Summer)
- 3625-021 Level 2 Healthcare, Care and Childcare – Synoptic Assignment

# Qualification Grade Distribution

The grade distribution for this qualification is shown below;



Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown above could include performance from previous years.

# Theory Exam

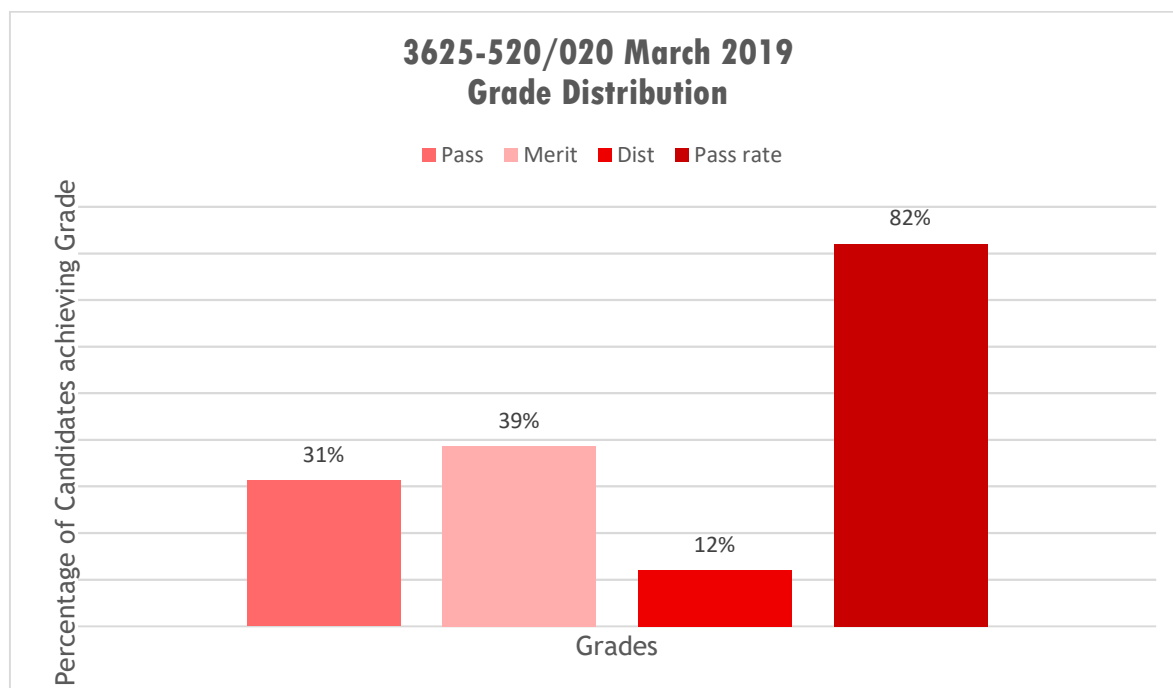
## Grade Boundaries

Assessment: 3625-520/020  
Series: March 2019 (Spring)

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

<b>Total marks available</b>	<b>60</b>
Pass mark	24
Merit mark	33
Distinction mark	42

The graph below shows the distributions of grades and pass rate for this assessment;

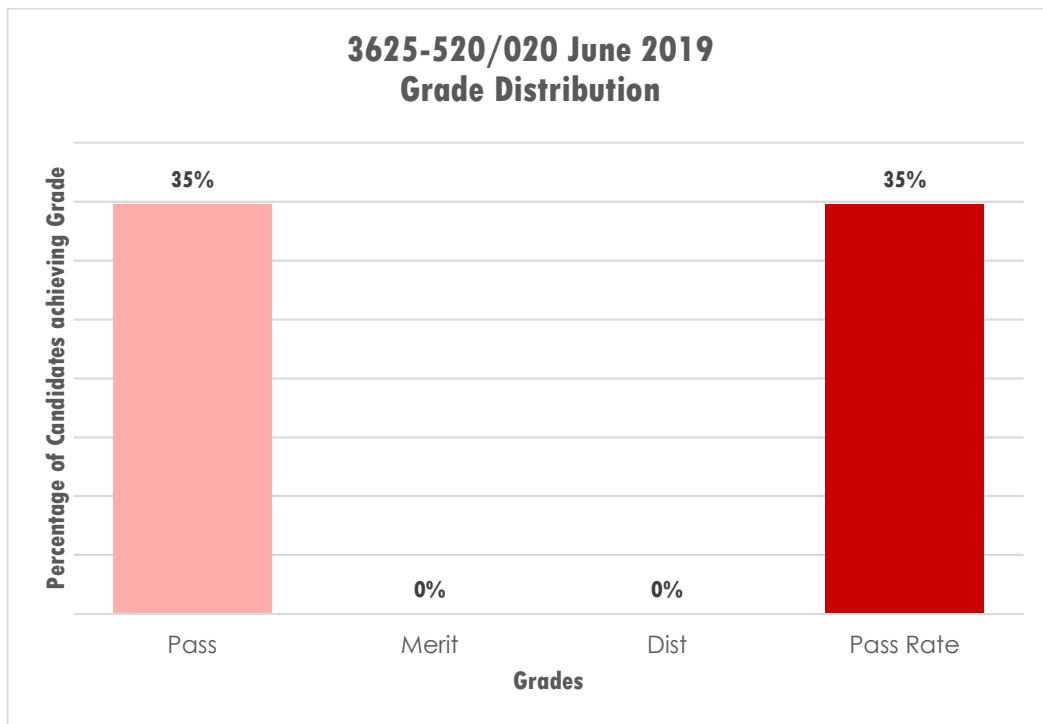


Assessment: 3625-520/020  
Series: June 2019 (Summer)

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

<b>Total marks available</b>	<b>60</b>
Pass mark	24
Merit mark	33
Distinction mark	42

The graph below shows the distributions of grades and pass rate for this assessment;



# Chief Examiner Commentary

## 3134-520 Level 2 Dental settings - Theory exam

### Series 1 – March 2019

Candidates have shown a marked improvement in their answers when compared to series 1 2018. Answers showed good depth and breadth of understanding of various aspects of working in the sector.

Candidates showed good insight into different services within the sector, their roles and how and when they should be accessed. Some marks were lost for answers to the question on services for children of a statutory education age when candidates listed services for children below or above the stated age.

This series, answers included the correct use of terminology and an understanding of the meaning of certain terms relevant to the sector.

Candidates also showed a good level of understanding of issues on safeguarding and were able to explain signs of abuse appropriately. Most candidates were also able to show good recall of knowledge on the types of abuse, however, some marks were lost when candidates listed the same forms of abuse more than once.

The question relating to hazards and risks in the workplace was answered well by candidates.

Questions on risk assessment and using theories in the sector were misinterpreted by a number of candidates, resulting in a loss of marks. The aim of the questions was for candidates to demonstrate understanding of the topics, by providing explanations for their use. Answers showed a good knowledge of the process of risk assessment and the different theories that may be used but this did not answer the question.

On the whole candidates did well on questions which required them to describe 'what' or 'how' something should be done but struggled to explain 'why' it should be done. Additional marks could have been gained by practicing exam techniques and reading questions more thoroughly.

### Extended response question

The biggest improvement compared to series 1 2018 has been on the extended response question. Candidates showed an insight into the issues facing the individual within the scenario and presented a good range of options on how they could be supported. The majority of candidates recognised that they may be living with dementia and how this may be impacting on them in the short term, as well as in the longer term.

Answers demonstrated a good insight into the available services and their functions and expected outcomes. Most candidates correctly outlined the support the GP could provide and suggested appropriate interventions from Home Care and District Nursing teams. Candidates were also able to anticipate future care needs and gave good explanations of how those needs could be met.

Marks were only lost when the range of proposed interventions were too narrow or not well enough justified. Candidates lacked knowledge on more specialist services and roles that could provide support, for example a memory clinic. However, answers were generally well-structured and reasoned.

## **Series 2 – June 2019**

Overall, many of the responses in this paper lacked breadth and depth of knowledge and understanding and candidates did not gain many marks, in particular compared to the results from the March 2019 paper.

Candidates struggled on topic area 'Understand healthcare and care services and settings'. Candidates' answers lacked an insight into basic services and job roles within the sector and were often unable to outline the purpose or function of different services and the roles of people working within the sector.

In addition, answers lacked insight into the purpose of health and social care support; few candidates were able to outline why a person may need support if they are experiencing mental health issues, and how this support could improve outcomes for this person.

Awareness of legislation and how it applies in a potential workplace was generally quite narrow. Some good answers were given around a person's responsibilities in relation to Control of Substances Hazardous to Health regulations. Candidates were able to outline responsibilities and applied their answers well to a potential workplace. Few candidates were able to respond well in the topic area of 'Understand principles of health and safety legislation, workplace policies and procedures'. Answers did not correctly identify the purpose of the legislation stated in the question and people's responsibilities in relation to it.

Candidates showed limited knowledge of specific needs a person requiring health or social care may have and how those should be met. This was particularly evident in the responses to the extended response question.

### **Extended response question**

Answers showed little understanding of the condition outlined in the scenario, the impact it can have on a person and how to support a person living with the condition effectively.

The responses showed a very narrow range of considerations. They often focussed on the support the family could provide and the changes they could make, rather than services and job roles that could support the family effectively and in line with the individuals needs and preferences. Many of the proposals and suggestions made by candidates were unrealistic and did not take basic principles of person-centred working into account. Most candidates were only able to achieve a Band 1.



# Synoptic Assignment

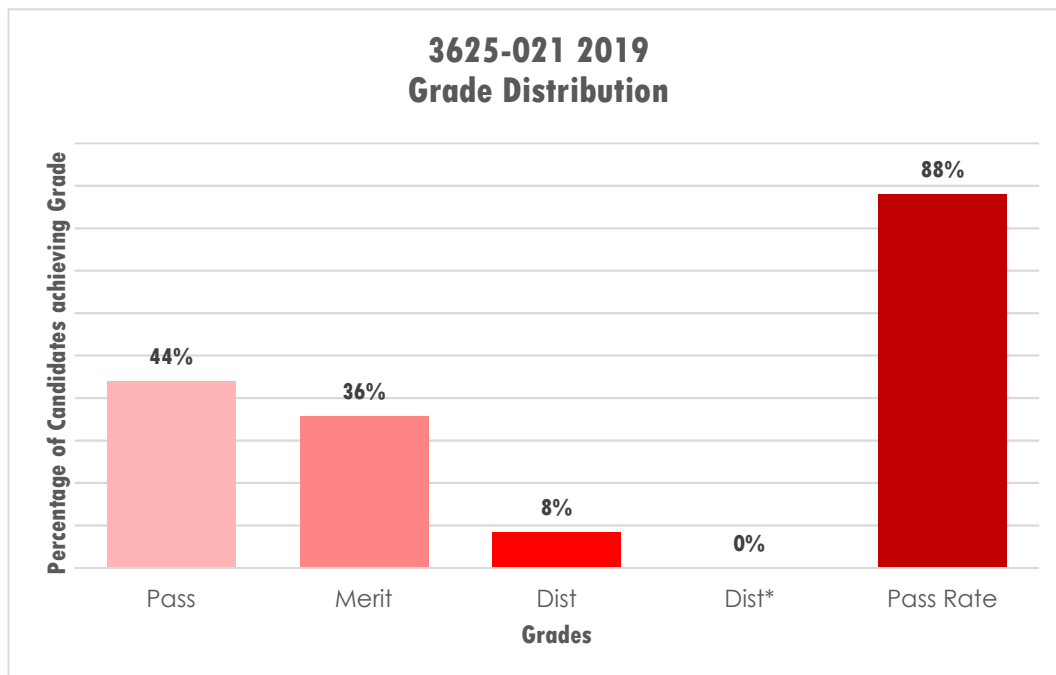
## Grade Boundaries

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 3625-021  
Series: 2019

<b>Total marks available</b>	<b>60</b>
Pass mark	23
Merit mark	33
Distinction mark	43

The graph below shows the distributions of grades and pass rate for this assessment;



## Principal Moderator Commentary

Overall, the process was effectively managed making it easy to moderate. Many candidates gained marks by fully answering questions and providing explanations of their knowledge in relation to practice during the interview. This clearly benefited some candidates as they were able to gain more marks for the whole synoptic assignment. The interview also enabled the stronger candidates to show they had grasped core care principles and behaviours and could relate these to care practice. Candidates gained marks when they could describe and summarise challenges to quality practice and the importance of team work.

All learners had referenced their work, although some provided more detail than others.

**Assignment Brief A-** Candidates made attempts to complete all the tasks and many were answered well.

Many of the marks gained in higher banded work showed good understanding of the key considerations relating to the scenario. In many instances there were considered links between legislation, health and safety, risk, safeguarding and communication issues, the core skills and behaviours relating to the placement practice. Some candidates did not gain marks as they did not focus on these key points and lost focus.

Candidates gained marks when they considered a wide range of support services for Hassim and his family.

**Assignment Brief B** – Candidates made attempts to complete all the tasks and many were answered well.

Task 1 – Candidates gained marks by providing detailed, accurate and concise information on the topic, which met the task requirements. Some candidates had been very creative and their posters/leaflets were informative and target audience appropriate. Some candidates did not gain further marks for not considering the wider social impacts of alcohol abuse.

Task 2 – This task enabled the candidate to gain marks by identifying and expanding on the various complexities involved and the wider social picture.

**Assignment Brief C** – Most candidates completed the task well and confidently showed a good understanding of the safe and creative preparation of a food snack for the age group specified. Candidates accompanied their skills test with a report to confirm their understanding of the hygiene and healthy eating factors underpinning food preparation. Candidates gained marks when they considered how to ensure the snack was age appropriate. Well documented observation reports backed up the candidate's work in all cases.

**Interview** – Most candidates made a good attempt to address the interview topics. Some of the interviews were recorded with accompanying notes and most showed that candidates had prepared well. Where the interview had not been recorded, most candidates had detailed written notes from the tutors, which enabled the moderator to see how marks had been awarded. However, there were a few instances where more detailed notes would be advised for next year.

## Commentary on Assessment Objectives

- **AO1 – Recall of knowledge**

Many candidates had made clear links to legislation, principles of care practice, personal and professional skills and values underpinning practice and had drawn on knowledge from across the qualification. Candidates failed to gain marks when they did not show linkage between their knowledge and the assignment brief tasks in sufficient detail. Candidates were also unable to gain marks when they provided irrelevant detail showing that they had lost focus. Most candidates were well prepared for the interview and the discussion showed that they had strong recall of the core care behaviours and how they had demonstrated these in their practice in the placement. Candidates gained marks when they used terminology correctly and could refer to the wider health and care landscape with regard to services and impacts on the community. Candidates working in childcare placements could make links to the relevant practice requirements within their placements.

- **AO2 – Understanding of concepts, theories and processes**

Candidates gained marks when they showed causal links in their explanations within the assignment brief tasks. Candidates were unable to gain marks when their responses did not show depth of understanding of some of the concepts especially in relation to legislation and the core care values underpinning practice relevant to the tasks.

In addition, a few candidates were unable to gain marks due to clearly misunderstanding the remit of the tasks, they either provided irrelevant detail or lost focus or deviated from the task. Many candidates showed confident responses in the skills test and interview and could explain links to food safety, healthy eating, care concepts and behaviours, the application of legislation underpinning practice and wider issues related to practice observed within the placement. Candidates were generally able to use their knowledge to describe instances of good and poor practice within their placement and make some reflective and evaluative judgements.

Most candidates used a standard referencing framework to record their selection of source material.

- **AO3 – Application of practical/technical skills**

Candidates generally presented their evidence in a clear format and many were effective and creative in their written tasks showing confident application of written skills.

In the interview many of the candidates were confident in the way they presented their answers. Weaker candidates needed some prompting however, most were able to respond to the questions fully. Most candidates showed enthusiasm in the interview when they related the core behaviours to providing care and support in their chosen activity. Many of the interviews enabled the candidates to show their understanding by self-explanation and it remains a key way for them to gain marks. Some candidates were clearly nervous in the interview, a few seemed to read from their notes and for some their flow was affected.

Candidates also gained marks in the skills test, showing skills in the execution of the observed task. Photographs sent in were supportive and did not breach confidentiality by showing images of young people. Markers provided feedback on poor spelling and grammatical errors in the work and noted where candidates had used a broad range of references.

- **AO4 – Bringing it all together**

Candidates who achieved higher marks gave well-rounded responses in the interview, skills test and written tasks. These clearly showed linkage of knowledge and understanding to the task scenarios or situations. Candidates were able to gain marks by showing justifications in their responses and by their observed practice. Candidates gained marks when they were able to reflect on the approaches they had taken within their chosen activity in the interview. Candidates gained marks when they showed evaluative skills in their written tasks, especially when they were tackling some of the more complex issues.