



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

**2024**

**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.

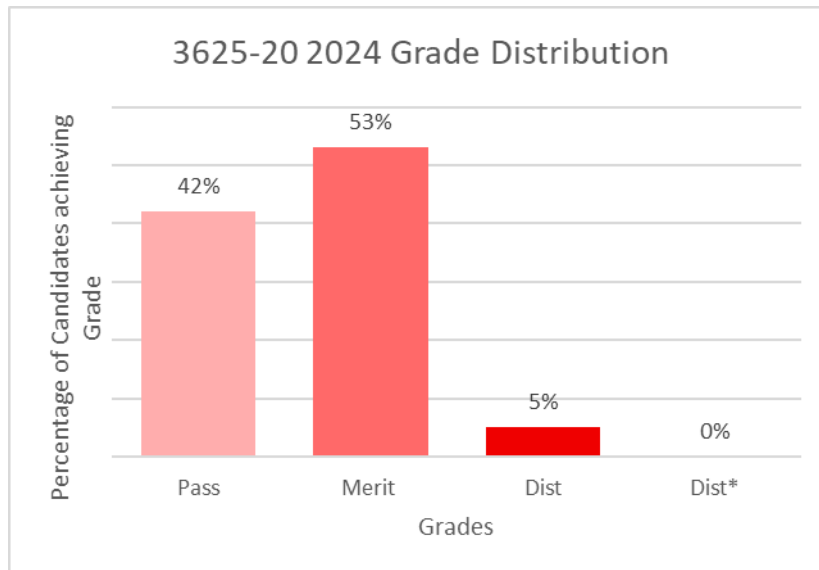
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2023 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 Level 2 Healthcare, Care and Childcare – Theory Exam
  - March 2024 (Spring)
  - June 2024 (Summer)
- 3625-021 Level 2 Healthcare, Care and Childcare – Synoptic Assignment

# Qualification Grade Distribution

The grade distribution for this qualification is shown below;



This data is based on the distribution as of **20 August 2024**.

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

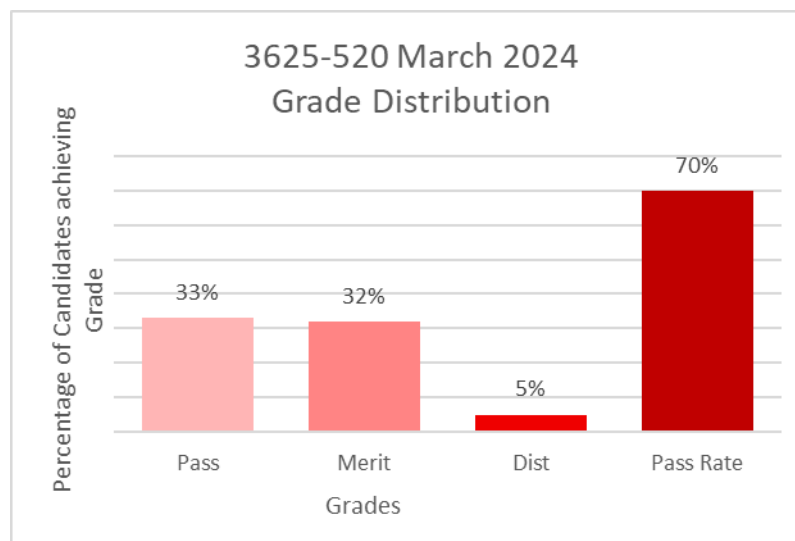
Assessment: **3625-520**

Series: **March 2024 (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 approximate distributions of grades and pass rate for this assessment using the above boundary marks:

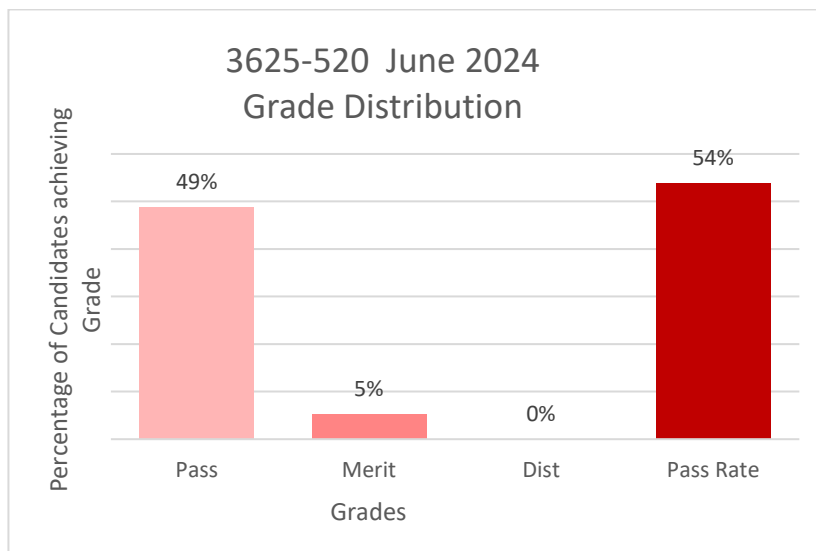


Assessment: **3625-520**  
Series: **June 2024 (Summer)**

Below identifies the final grade boundaries for this assessment.

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

The graph below shows the approximate distributions of grades and pass rate for this assessment using the above boundary marks:



# Chief Examiner Commentary

## 3625-520 Level 2 Health, Care and Childcare - Theory exam

### Series 1 – March 2024

The question paper was well structured and was comparable to past papers in level of difficulty and content covered. Overall, candidates showed the ability to re-call basic knowledge (AO1) and on the whole, gave a reasonable performance, however, there was a reduction in performance compared to the March 2023 exam series. Candidates were not always showing the level of knowledge and understanding displayed in previous years. Command verbs were not consistently understood and followed.

Lower-scoring candidates often did not show knowledge from across the qualification. They demonstrated knowledge only in narrow areas of the specification. Points made were often generic and repeated in answers and across the paper. Higher-scoring candidates showed a greater breadth and depth of knowledge, points made were succinct and relevant to the question being asked.

Candidates demonstrated a good level of knowledge and understanding in the following topic areas:

- Understand factors that affect the delivery of healthcare and care services
- Understand healthcare and care services and settings
- Understand what childcare is and why it is provided for babies, children and families
- Follow infection control measures
- Understand safeguarding legislation and policies

Candidates gained marks for re-call questions (AO1) and showed knowledge on infection control by being able to state occasions when they should wash their hands. Candidates were also able to list potential forms of abuse. Their answers showed an insight into the scenario and the reasons why some individuals may be more vulnerable to abuse.

However, candidates were often not able to apply their understanding of relevant safeguarding legislation to the scenario. Candidates were able to provide basic definitions of a parent and a social worker, but these were often generic and some struggled to apply their understanding of the definitions to the AO2 question on communication.

Candidates could list multiple influences on development (AO1). However, some were unable to provide further explanations on how employment opportunities could be influenced by location. Responses often lacked depth, were generic and points made were repeated.

Candidates did not demonstrate a good level of knowledge and understanding in the following topic areas:

- Understand healthcare and care services and settings
- Understand types of childcare services
- Understand principles of health and safety legislation, workplace policies and procedures
- Understand when safeguarding practices are needed
- Understand how theories emerge, become recognised and used

Candidates often were unable to answer questions on service user groups and services. Some candidates showed knowledge of different job roles in the sector and transferrable skills between roles. However, answers were not always relevant to the question asked and were generic rather than specific to the scenario provided. The understanding of legislation and ways of working was often not demonstrated. Candidates did not demonstrate understanding of how the specified legislations and guidelines outlined in the questions are applied in practice.

### **Extended Response Question**

The extended response question required candidates to consider a young child who had visited A&E with her mother for a second time in a short space of time, with potentially a significant injury. Candidates could consider a number of issues for this scenario. Most candidates showed some insight into the issues raised in the scenario and were able to make some relevant proposals to provide support. However, candidates sometimes displayed quite a narrow range of considerations. Some candidates only referred to the potential injury, others only discussed the potential safeguarding issues and few candidates demonstrated understanding of both.

Most candidates made reference to the values and principles of working in the sector in their responses and demonstrated insight into the potential impact of the injury and hospital visit on the individuals in the scenario. The extended response question also provided opportunity to demonstrate application of relevant legislation, developmental influences and theories. However, these were not considered by most candidates.

Higher achieving candidates' responses were well-structured. They were able to consider a broader range of issues and proposals and were able to reason their answers well.

Overall, candidates did not perform as well in the Extended Response Question when compared to the March 2023 exam series.

Centres should be reminded that for all candidates, reading exam questions carefully to be able to construct answers, accordingly, is strongly advised. It is also important to provide exam practice in responding to the Extended Response Question. Candidates should continue to develop skills in drawing on and applying information from all the units being examined.

**Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here**  
[3625-20 Technicals Exam Guide 2018 v1-1 \(cityandguilds.com\)](https://www.cityandguilds.com/~/media/2018/04/3625-20_Technicals_Exam_Guide_2018_v1-1.pdf)



## Series 2 – June 2024

The question paper was well structured and close scrutiny showed that it was comparable to past papers in level of difficulty and content covered. Results were not comparable to past series however, candidates were not always showing the level of knowledge and understanding displayed in previous years. Command verbs were not consistently understood and followed. Candidates gained marks for recall questions (AO1) such as 'occasions when they should wash their hands'.

Lower-scoring candidates often did not show knowledge from across the qualification. They demonstrated knowledge only in narrow areas of the specification. Points made were often generic and repeated in answers and across the paper. Higher-scoring candidates showed a greater breadth and depth of knowledge, points made were succinct and relevant to the question being asked.

Candidates demonstrated a good level of knowledge and understanding in the following topic areas:

- Understand healthcare and care services and settings
- Understand types of childcare services
- Understand what childcare is and why it is provided for children and families
- Understand safeguarding legislation and policies

Some candidates showed knowledge of different job roles in the sector and transferrable skills between roles. However, answers were not always relevant to the question asked and were generic rather than specific to the scenario provided. Candidates answered confidently on reasons why individuals may use childcare services. Most could give multiple relevant reasons and were sometimes able to explain those. Candidates were able to provide basic definitions of parent and social worker, but these were often generic. They sometimes struggled to apply their understanding of the definitions to the AO2 question on communication. Candidates were able to recall and list potential forms of abuse but were often not able to apply their understanding of relevant safeguarding legislation to the scenario.

Candidates did not demonstrate a good level of knowledge and understanding in the following topic areas:

- Understand factors that affect delivery of healthcare and care services
- Understand healthcare and care services and settings
- Understand safeguarding legislation and policies
- Understand when safeguarding practices are needed
- Understand how to apply infection control measures
- Understand stages of human growth and development
- Understand career opportunities in healthcare and care

Candidates often struggled to answer questions on service user groups and services, demonstrating limited knowledge and recall. Understanding of legislation and ways of working was often not demonstrated. Candidates did not demonstrate an understanding of how legislations such as the Health and Safety at Work Act, COSHH, the Care Act and Data Protection guidelines are applied in practice. Some candidates' responses showed little relevance to the question asked, indicating poor exam technique or lack of subject-specific terminology.

In previous series, questions on infection control were usually answered well, with candidates showing an insight into how to keep themselves and others safe. However, in this series most candidates were unable to state an infestation, suggesting a lack of awareness of the term and subject-specific terminology, and could not list infection control measures.

Although candidates showed some knowledge of milestones that children may achieve as part of their development, they could not differentiate between the different types of development and often gave incorrect examples. Candidates struggled to provide relevant answers to a question on why formal theories are used and were limited to linking them to child development. Candidates were not confident in listing clinical tasks, demonstrating minimal recall of the different clinical tasks, and limited understanding when discussing how to prevent pressure sores. Candidates did not attempt to provide generic values and principles of working in the sector, so limited marks were gained.

### **Extended response question**

The extended response question required candidates to consider an adult with learning differences, living in a supported living home and accessing the GPs services to support with obesity. Candidates could consider several issues for this scenario. Most candidates showed some insight into the issues raised in the scenario and were able to make some relevant proposals to provide support. Most candidates referred to the values and principles of working in the sector in their answers. Higher achieving candidates were able to consider a broader range of issues and proposals and were able to reason their answers well. Their answers were well-structured and showed evidence of planning.

The extended response question also provided an opportunity to demonstrate the application of relevant legislation, developmental influences and theories. However, these were not considered by all candidates.

Higher achieving candidates' responses were well-structured. They were able to consider a broader range of issues and proposals and were able to reason their answers well.

Centres should be reminded that for all candidates, reading exam questions carefully to be able to construct answers, accordingly, is strongly advised. Candidates should continue developing skills in drawing on and applying information from all the examined units.

**Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here**  
[3625-20 Technicals Exam Guide 2018 v1-1 \(cityandguilds.com\)](https://www.cityandguilds.com/~/media/2018/04/3625-20_Technicals_Exam_Guide_2018_v1-1.pdf)

# Synoptic Assignment

## Grade Boundaries

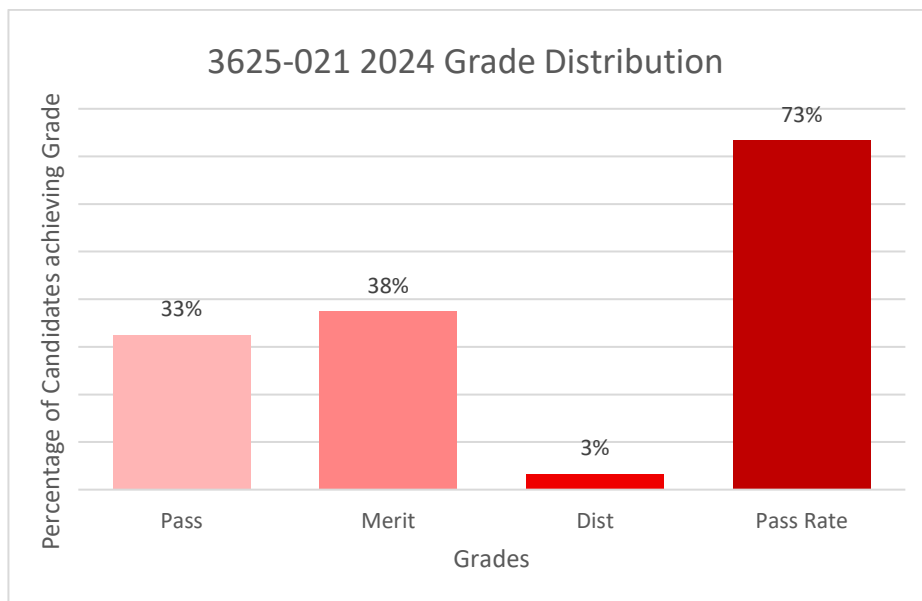
Below identifies the final grade boundaries for this assessment.

Assessment: **3625-021**

Series: **2024**

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

The graph below shows the approximate distributions of grades and pass rate for this assessment using the above boundary marks:



## Principal Moderator Commentary

Most Centres successfully uploaded candidate evidence onto the portal in a timely manner and it was clear from the audit trail and completion of recording forms, how marking decisions were justified. The candidate interview remains a key determinant of the final banding of outcomes, especially when it is recorded. The interview enabled some learners to improve their marks when their written work lacked detail. Those candidates who had been in Health and Social Care placements benefitted the most when answering the questions in the interview. All the internal assessors had linked marks from the interview to the AOs and this has been noted as a significant improvement from the previous year.

Candidates gained marks when they produced well-rounded responses in the synoptic tasks, thus showing breadth and depth of understanding. These candidates justified their responses with examples from their experiences during work placements. This evidence showed, how they applied knowledge and understanding into practice.

The interview and practical task provided opportunities for candidates to show how they applied the core care principles and behaviours within a practical situation. Marks were gained when they identified and summarised different challenges to quality care provision, providing examples of the effectiveness of teamwork in a care setting.

### Assignment brief A

**Task 1** – Candidates gained marks when they clearly understood the issues arising within the case study scenario. When candidates justified their rationales and could explain issues within the wider context of health and care service provision higher marks were awarded. Citing relevant and current regulatory legislation gained marks, but this is one area where candidates often underachieved. Candidates' marks were limited when they did not sufficiently explain links to core values or person-centred skills such as effective communication.

**Task 2** – Candidates gained marks when they identified and explained the core care skills and behaviours within the scenario. Most candidates provided explanations of the importance of understanding the stresses that may be experienced when working in care. Many candidates gave relevant and useful suggestions for managing their own stress. Candidates gained limited marks when they did not explore or expand on these issues or limited their considerations within the responses.

### Assignment brief B

**Task 1** – For some learners this proved a more challenging task, and considerations were sometimes limited and not addressed sufficiently to provide evidence of breadth and depth. A few candidates were creative in their presented work and used age-appropriate specific terminology. Candidates gained marks when they fully met the brief and higher marks were awarded when the candidates had considered a range of resources from services and professionals.

**Task 2** – Mark differences in this task were determined by the level of depth and breadth of responses. These ranged from a basic understanding of the principles outlined within the task of supporting young women to understand cervical cancer; and implications for short and long-term health, to some excellent reports showing depth and breadth linking the application of knowledge and understanding to practice. Marks were gained when the candidate included references to wider community support services. Marks were gained when candidates considered local and

national awareness campaigns and the importance of effective communication to get messages across to this target group.

### **Assignment brief C**

Most candidates completed the practical task competently and the tutor-written observation records accurately showed how marks had been gained across the AOs identifying strengths and weaknesses. Most candidates showed good awareness of demonstrating a person-centred approach, using effective communication skills, core care behaviours and showed application of the knowledge of health and safety when preparing for the task. Many candidates wrote about their understanding within their written report, and in some cases, this was very detailed. Many candidates had clearly used the 'points to consider' from the task brief to direct their responses.

**Interview** - Many candidate's attempts to address the topics identified within the interview brief showed a positive application to the task. Recordings were easy to open and audible. One Centre provided written notes only which, although reasonably detailed, did not enable the moderators to hear the learner's voice. Many candidates had accompanying notes and had prepared well. Most recordings lasted an appropriate time, and many candidates referred to examples from within their placements. It remains the case that those candidates in health and social care placements benefitted as they spoke from the experience of working within the sector directly, it remains the case that allied placements such as childcare nurseries do not provide this depth of experience, therefore the candidate is not able to talk confidently about the topics to be covered. For the stronger and higher-performing candidate, the placement area did not appear to affect their responses so much. When markers provided accompanying notes alongside the recording, these were well received by moderators as they showed how marks had been allocated to the different AOs.

### **Commentary on Assessment Objectives**

#### **AO1 – Recall of knowledge**

Many candidates were able to demonstrate recall of knowledge across both the written and practical tasks. This included referencing relevant legislation, theory and how to apply practical skills. In the interview, candidates recalled relevant knowledge to provide explanations of issues being discussed. Sometimes this was in response to some prompting from their interviewer if they were nervous. As the interview progressed, candidates gained in confidence, their responses flowed, and many stopped reading from their notes. Candidates did not gain marks when their knowledge was incomplete, inaccurate or not relevant to the task requirements. Moderators confirmed that often where marks awarded were limited, this was in relation to a lack of information on current legislation.

#### **AO2 – Understanding concepts, theories and processes**

Candidates achieved higher marks when the responses were well-rounded within all their written tasks and during the interview, enabling the candidate to show causal links in their explanations and provide depth and breadth. This was within the written tasks and in the interview. Candidates gained marks when they were able to demonstrate the above in their responses. Some candidate responses showed a clear understanding of task-relevant legislation; principles of care; care behaviours and theories underpinning practice. Candidates gained limited marks when this understanding was incomplete, inaccurate or they kept repeating the same point in different words. Sometimes candidates did not address the remit of the task; gave irrelevant details or deviated from it by losing focus on the requirements.

Many candidates were able to gain marks for this AO in the practical task and interview, clearly showing that they understood the reason for the actions taken. They provided examples from their working practice and gained marks when they explained their understanding, especially about effective and poor practice. Candidates who gained lower marks were unable to give these responses and showed minimal understanding of key concepts.

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

Many candidates presented their written tasks in a clear format showing a confident application of written skills. For those candidates where this was not the case, their written work was often limited, very descriptive and repetitive. Points were often rephrased thus gaining them limited marks across the AOs. Many candidates referenced sources of information they had used in their task preparation.

### **AO4 – Bringing it all together**

This AO is about the candidate's ability to integrate their knowledge and understanding of health and care principles, legislation, and theory. This integration should link to practice and provision of care and support across different scenarios with different layers of complexity. Candidates whose responses were limited, gained minimal marks, although the interview often provided the learner with limited written skills to shine in this area. The ability to apply knowledge and provide examples from practice; reflect on practice and that of others was a key determinant for gaining marks for this AO. Candidates who showed some evaluative skills, especially when addressing some of the more complex issues within the tasks, were marked within higher bands.