

3625-30/31 Level 3 Advanced Technical/Extended Diploma in Health and Care (540/1080)

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 2019 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

Year 1

- Pathway 1
 - 3625-530/030 Level 3 Advanced Technical Diploma in Health and Care – Theory Exam
 - March 2019 (Spring)
 - June 2019 (Summer)
 - 3625-031 Level 3 Advanced Technical Diploma in Health and Care – Synoptic Assignment

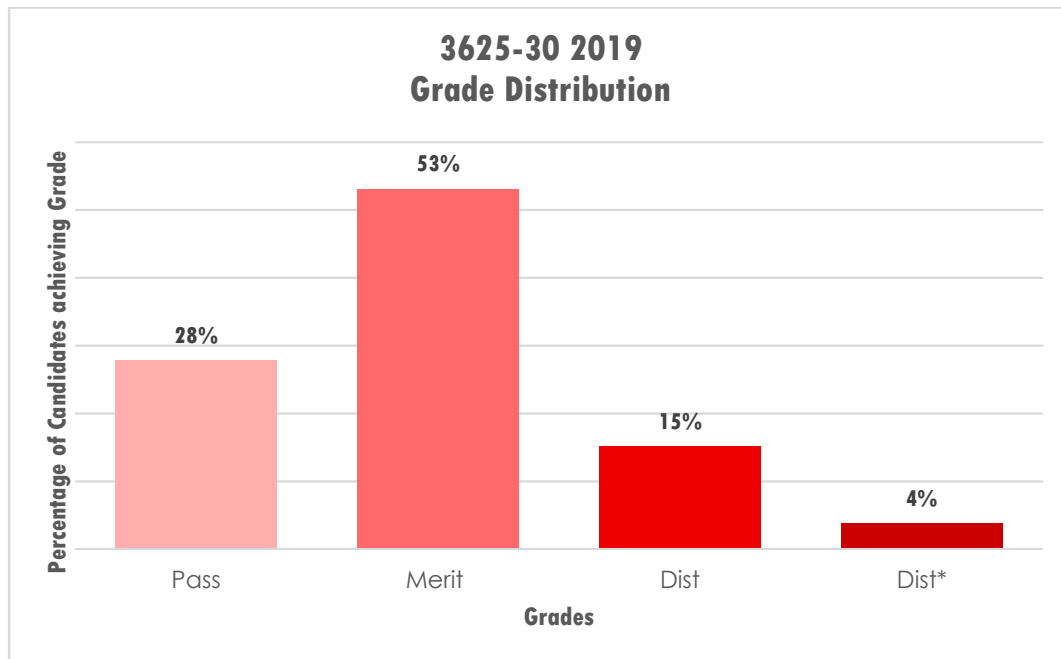
Year 2

- Pathway 1 (Health)
 - 3625-032/532 Level 3 Advanced Technical Extended Diploma in Health and Care – Theory Exam
 - March 2019 (Spring)
 - June 2019 (Summer)
 - 3625-033 Level 3 Advanced Technical Diploma in Health and Care – Synoptic Assignment
- Pathway 2 (Care)
 - 3625-034/534 Level 3 Advanced Technical Extended Diploma in Health and Care – Theory Exam
 - Assessment No. and Title – Theory exam
 - March 2019 (Spring)
 - June 2019 (Summer)
 - 3625-033 Level 3 Advanced Technical Diploma in Health and Care – Synoptic Assignment

Qualification Grade Distribution

3625-30 Level 3 Advanced Technical Diploma in Health and Care (540)

The grade distribution for this qualification is shown below:

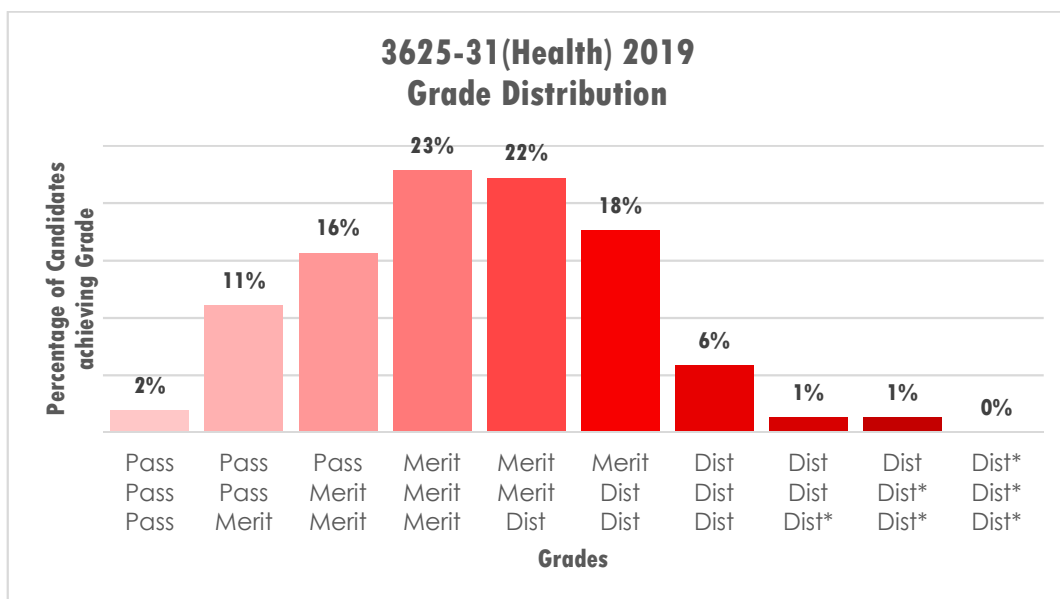


Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown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

Qualification Grade Distribution

3625-31 Level 3 Advanced Technical Extended Diploma in Health and Care (1080) (Health)

The grade distribution for this qualification is shown below:

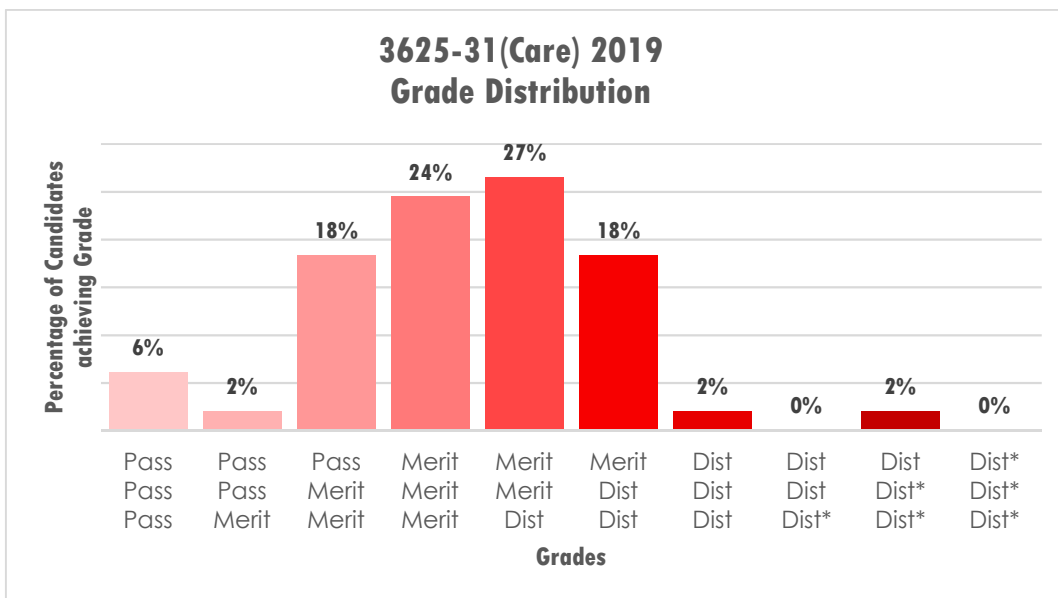


Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown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

Qualification Grade Distribution

3625-31 Level 3 Advanced Technical Extended Diploma in Health and Care (1080) (Care)

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 Exams – Year 1

3625-30 Level 3 Advanced Technical Diploma in Health and Care (540)

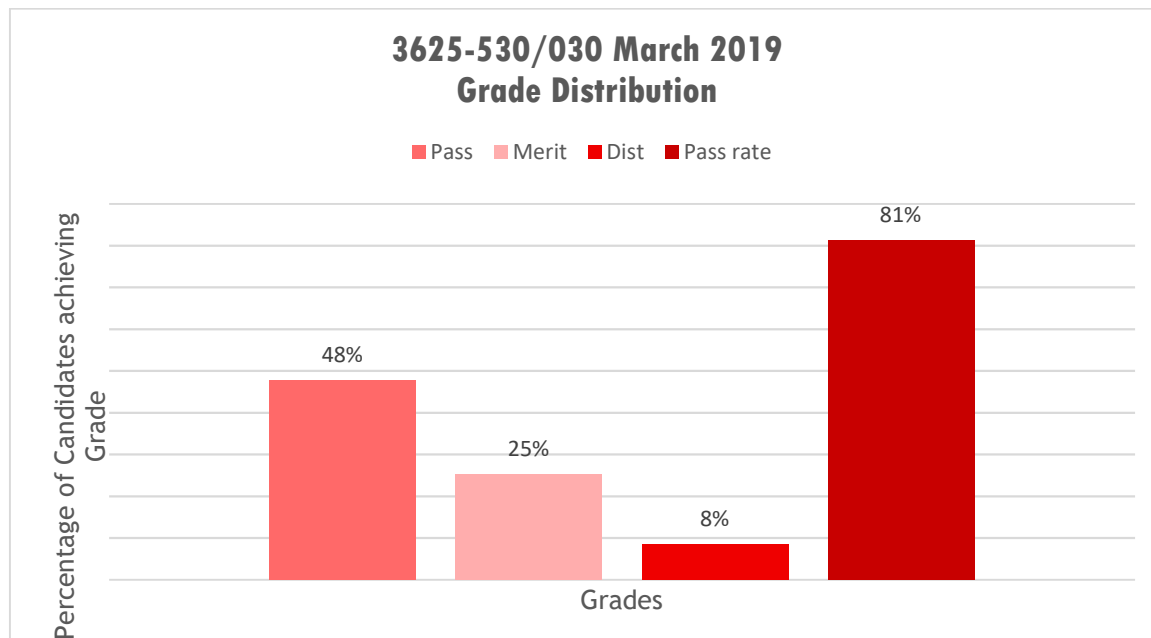
Grade Boundaries

Assessment: 3625-530/030
Series: March 2019 (Spring)

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

Total marks available	60
Pass mark	23
Merit mark	32
Distinction mark	42

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

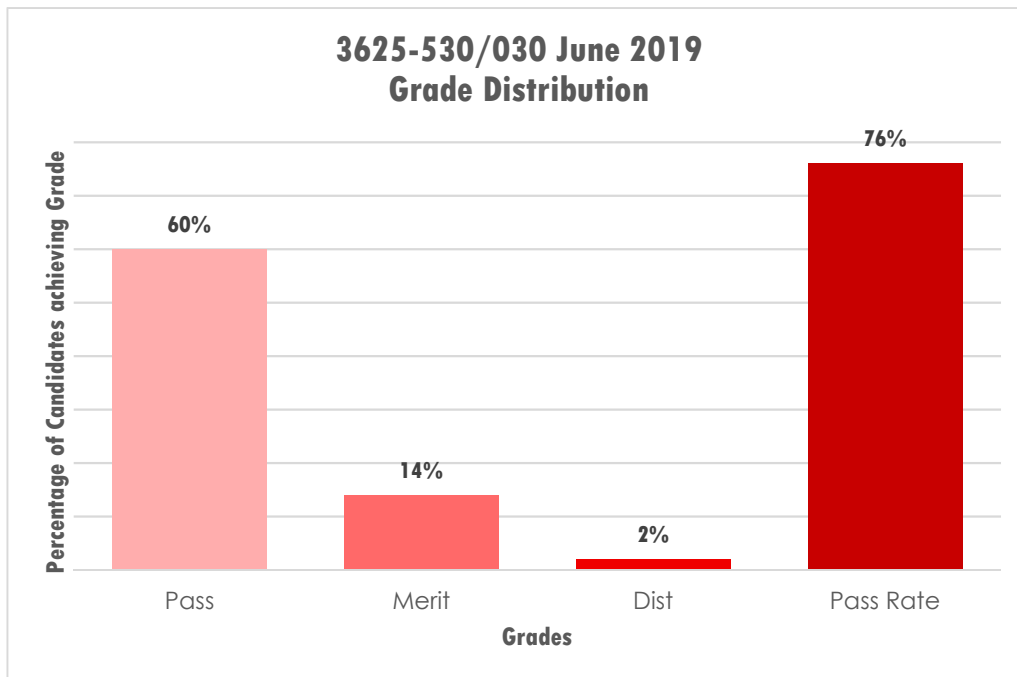


Assessment: 3625-530/030
Series: June 2019 (Spring)

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

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	43

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



Chief Examiner Commentary

3625-530/030 Level 3 Health and Care - Theory exam

Series 1 – March 2019

This examiner report specifically relates to the cohort of candidates that sat the March 2019 examination.

Most candidates demonstrated correct responses to the question command words and gave answers that generally reflected the number of marks awarded to each individual question.

Candidates were not penalised for poor spelling, grammar and punctuation providing the answer given was clear and coherent. A minority of candidates repeated the question at the start of an answer, which was unnecessary and gained no marks. Some candidates repeated a correct answer in a slightly different way rather than offering a new point, which limited the opportunity to gain further marks.

Candidates were clearly prepared to show their knowledge and understanding in the following topic areas:

- Effects and impact of discrimination on individuals and groups
- Misinterpreting communication
- Interpersonal communication and person centred care
- Risk assessment
- Categories of discrimination
- Policies and procedures

However, some candidates did not secure marks where they had not fully or correctly interpreted the question and therefore did not give a response in sufficient breadth. Candidates must take care to identify the number of examples required in an answer where the question states this as a requirement.

Candidates were less well prepared for the examination in the topic areas of:

- Health and care settings and roles
- Theories relating to interpersonal communication
- Use of subject specific terminology to express ideas (particularly when referring to the application of humanistic and cognitive theory, when answering the extended response question and identifying professional care values and professional strategies to promote equality)
- Infection routes

Some candidates omitted questions completely or clearly made a guess at a probable answer. Answers indicate that candidates had not read and understood the focus of the questions correctly or had little knowledge of the concepts. A minority of candidates did not understand the reference to Salmonella as a health issue and offered an incorrect response.

Similar issues recur in this exam series as in the previous year where candidates do not have the depth of understanding theories relating to interpersonal communication (unit 304) to apply it correctly or in sufficient depth to achieve full marks on the relevant exam questions.

Candidates that achieved adequate marks overall were able to gain marks mostly on recall of knowledge questions. Better-prepared candidates demonstrated competency in drawing on

wider knowledge and applying it when required by the exam question and could access the higher marks.

Extended response question

Many candidates offered a well-structured answer, which addressed key issues from the given case study and used professional terminology correctly. Many candidates were able to draw on the application of legislation to the case study. Candidates who achieved marks in the higher band also made reference to theories and their application. They also addressed the needs of the whole family and not just the central figure in the case study.

A few candidates gave outstanding responses to the extended response question, which was clearly well planned and showed competency in drawing on all examined units.

Series 2 – June 2019

This commentary specifically relates to the 3625-30-030/530 June 2019 examination.

Most candidates differentiated between identify responses and those requiring description and explanation. They clearly recognised the expectation of the question from the marks attached to each. Where the candidate gave correct answers, they were awarded marks and were not penalised for spelling and grammar errors. However, marks were not awarded for repeat answers of the same point. Some candidates repeated the exam question in the answer, which gained no marks, it should be noted that this technique is likely to limit the time available to gain marks in the overall paper.

Candidates were clearly prepared to show their knowledge and understanding in the following topic areas:

- Understand health and care provision
- Understand how to challenge discriminatory practice
- Understand strategies to promote equality in a health and/or care setting
- Understand interpersonal communication and interaction
- Understand factors that influence interpersonal communication and interaction
- Understand how to move and handle people and objects safely
- Understand how to apply infection control measures in health and care environments

Some candidates did not achieve all the available marks for a question as their response was repetitive or did not have sufficient breadth. Some misinterpreted the question and gave an incorrect response and were not awarded marks.

Candidates were less well prepared for the examination in the following topic areas:

- Understand health and care provision
- Understand discrimination and anti-discriminatory practice
- Understand strategies to promote equality in a health and/or care setting
- Understand factors that influence interpersonal communication and interaction

Some candidates omitted exam questions completely or clearly made a guess at a probable answer. Many candidates had little knowledge of the impact of a specific health and care provision. Many candidates also guessed at the meaning of the concept of institutionalisation giving examples of institutions as their response.

Candidates who were reliant on recall of knowledge to achieve marks were able to achieve grades within the Pass range. Better-prepared candidates demonstrated competency in drawing on wider knowledge and applying it when required by the exam question and could access the higher marks.

Extended Response Question

In the extended response question candidates gained marks where they were able to show application of information to the case study from a wide range of units. Candidates achieving few marks tended to focus on a description of needs and how they could be met, without reference to other elements such as the relevance of legislation and professional practice. A few candidates gave more detailed responses where they drew on knowledge across the units being examined.

Theory Exams – Year 2

3625-31 Level 3 Advanced Technical Extended Diploma in Health and Care (1080) (Health)

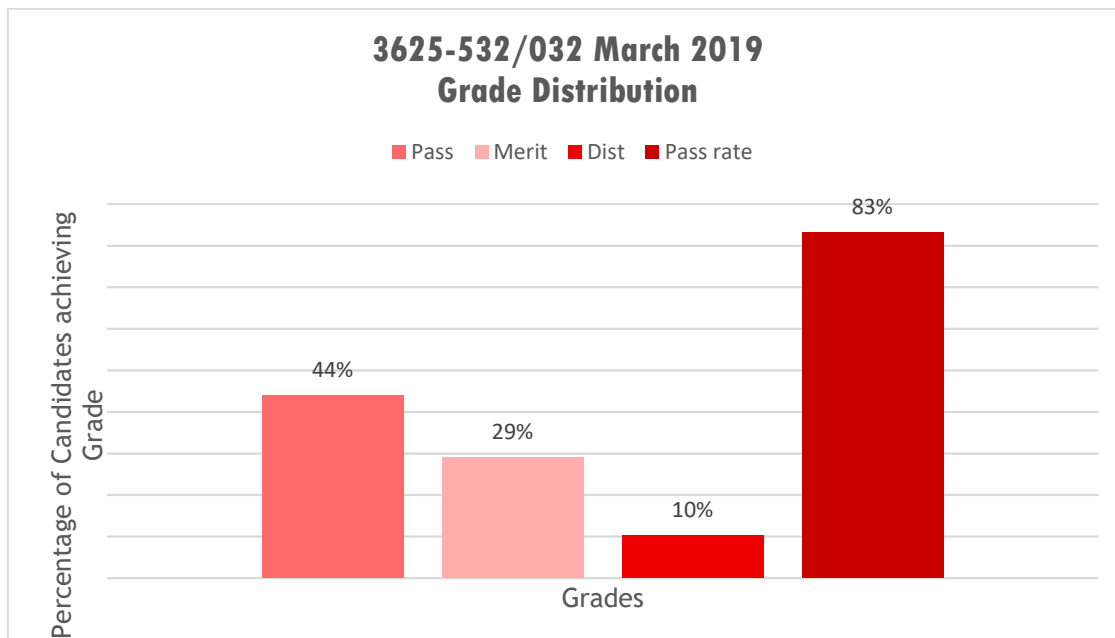
Grade Boundaries

Assessment: 3625-532/032
Series: March 2019 (Spring)

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

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	42

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

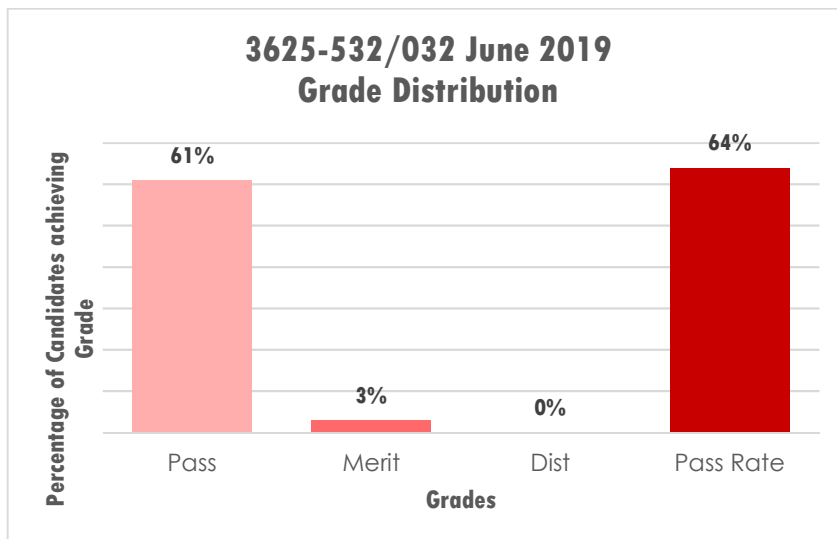


Assessment: 3625-532/032
Series: June 2019 (Spring)

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

Total marks available	60
Pass mark	23
Merit mark	32
Distinction mark	42

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



Chief Examiner Commentary

3625-532/032 Level 3 Health and Care - Theory exam

Series 1 – March 2019

This cohort of candidates completed the exam for the Level 3 Advanced Technical Diploma in Health and Care and Level 3 Advanced Technical Extended Diploma in Health and Care. It should be noted that future exams will sample different topics so this commentary relates to the March 2019 examination only.

The overall candidate performance was good. Most candidates attempted all questions and included relevant and specific examples to support their answers. However, some candidates repeated the question in their answer and did not give further information or misused time providing unnecessary definitions. A minority of candidates demonstrated a holistic application of knowledge drawn from a range of unit content.

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

- Structure and functions of body systems
- Understand the science behind health promotion
- Meeting individuals' needs
- Factors impacting on health and wellbeing
- Diagnostic tests used in health care environments.

Many candidates correctly answered both short and longer questions in the above named areas, showing reasoning and examples to illustrate their point. For example, questions on factors impacting on health and wellbeing were well answered with candidates demonstrating a sound knowledge of the topic. Many candidates offered examples to illustrate their understanding as part of their description and explanation.

Generally, candidates responded better than in previous series to command words with many showing a reasonable understanding of topics in their answers for 'explain' command words. However, there were still issues where candidates were asked to 'compare'. This restricted the marks awarded where the command word was not fully addressed in the answer. Similar responses were apparent for questions that required the candidate to explain 'relationships between' and is where candidates only listed information instead of providing fuller answers. More marks can be achieved where candidates take note of the mark allocation for each question in order to determine the depth of response required. Candidates would benefit from reading the requirements of the question more carefully.

Spelling and grammar are not specifically marked in these examinations but it is worth noting that candidates had improved their spelling of key terminology in this series.

Many candidates did not demonstrate a good level of knowledge and understanding in the following areas:

- The relationship between the structure and function of different human body systems
- Understanding the principles of the sociological model
- Principles and models of healthcare
- Understand the principles of the psychological model
- The relationship between health and wellbeing

The answers to many of the above areas would indicate that candidates had not read and understood the focus of the question correctly. For example, when asked to consider the relationship between health and wellbeing many candidates simply gave a definition of each.

Extended response question

The extended response question requires an integrated response drawing on knowledge and understanding across the different units.

Many candidates had good knowledge of the effects of social isolation, specialist support, the impact of a sedentary lifestyle, and ways in which staff would support an individual. However, few candidates achieved higher marks as their responses did not reflect wider knowledge across the range of units. Few candidates included reference to bodily systems affected by diabetes, diagnostic tests, relevant health care initiatives or models and theories, those candidates were able to achieve higher marks.

Series 2 – June 2019

This cohort of candidates completed the test for the Level 3 Advanced Technical Diploma in Health and Care and Level 3 Advanced Technical Extended Diploma in Health and Care. It should be noted that future exams will sample different topics so this commentary relates to the June 2019 examination only.

The overall candidate performance was good apart from the extended response question. Most candidates attempted all questions and included relevant and specific examples to support their answers. However, some candidates had clearly carried out little revision, which meant that opportunities were missed as they were using 'lay' knowledge or did not apply the command word. A minority of candidates demonstrated a holistic application of knowledge drawn from a range of unit content.

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

- Structure and functions of body systems
- Understand the science behind health promotion
- Meeting individuals' needs
- Factors impacting on health and wellbeing
- Know diagnostic tests used in health care environments

Many candidates correctly answered both short and longer questions in the above named areas, showing reasoning and examples to illustrate their point. For example, questions on the diagnostic tests and meiosis were well answered with candidates demonstrating a sound knowledge of the topic. Many candidates offered examples to illustrate their understanding as part of their description and explanation.

Generally, candidates responded better than in previous series to command words with many showing a reasonable understanding of topics in their answers for 'explain' command words. However, there were still issues where candidates were asked to 'compare' which also was an issue in the April series. This restricted the marks awarded where the command word was not fully addressed in the answer. A particular question that candidates found challenging was about 'symbolic interactionism' which few candidates seemed to have poor knowledge of. Candidates would benefit from reading the requirements of the question more carefully.

Spelling and grammar are not specifically marked in these examinations but it is worth noting that candidates had improved their spelling of key terminology in this series.

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

- Understanding the principles of the sociological model
- Understand the principles of the psychological model

The answers given to many of the above topic areas would indicate that candidates had not read and understood the focus of the question correctly. For example, the question that was in relation to the topic area 'understand the principles of the psychological model', many candidates discussed irrelevant issues in response to this question around equality and individualism.

Extended response question

The extended response question requires an integrated response drawing on knowledge and understanding across the different units.

In relation to the scenario, many candidates had a very poor knowledge of any factors beyond lifestyle changes, or holistic health and wellbeing focusing on mental health. Few candidates achieved higher marks as their responses did not reflect wider knowledge across the range of units. Few candidates included reference to musculoskeletal conditions, diagnostic tests, relevant health care initiatives or models and theories which restricted the grade awarded.

3625-31 3625-31 Level 3 Advanced Technical Extended Diploma in Health and Care (1080) (Care)

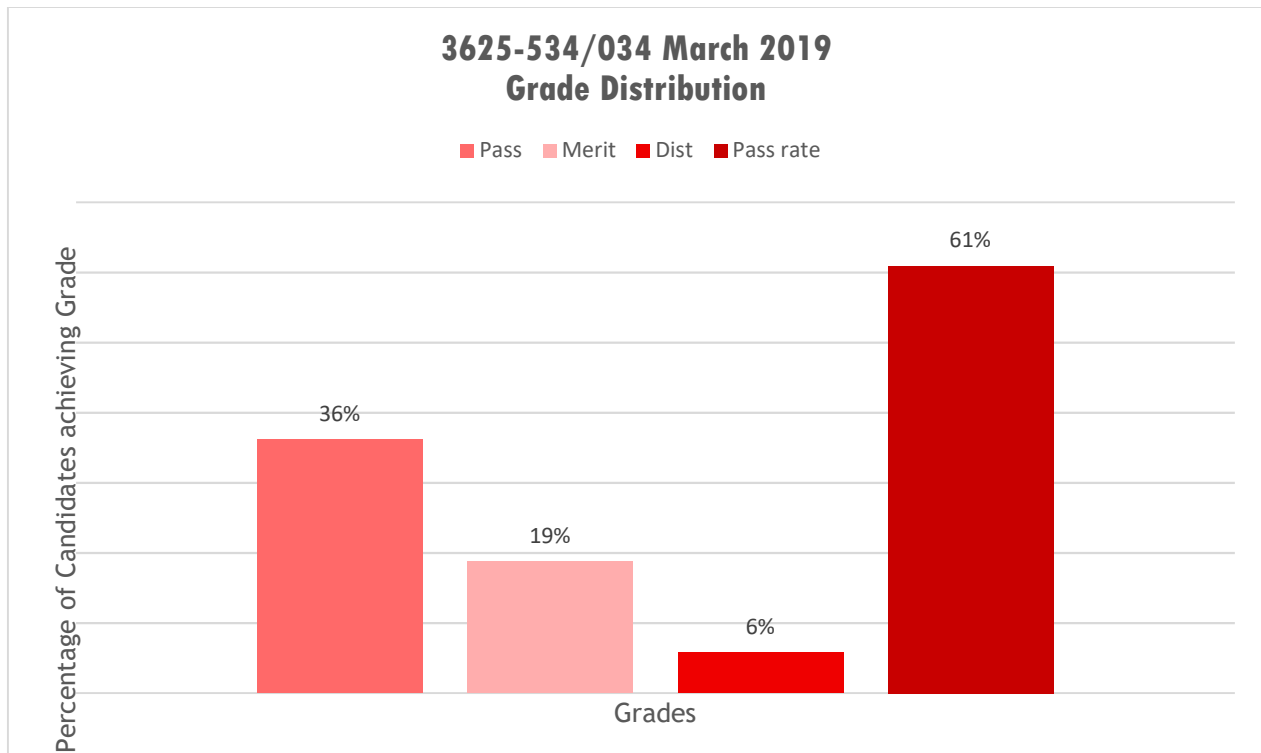
Grade Boundaries

Assessment: 3625-534/034
Series: March 2019 (Spring)

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

Total marks available	60
Pass mark	23
Merit mark	32
Distinction mark	42

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

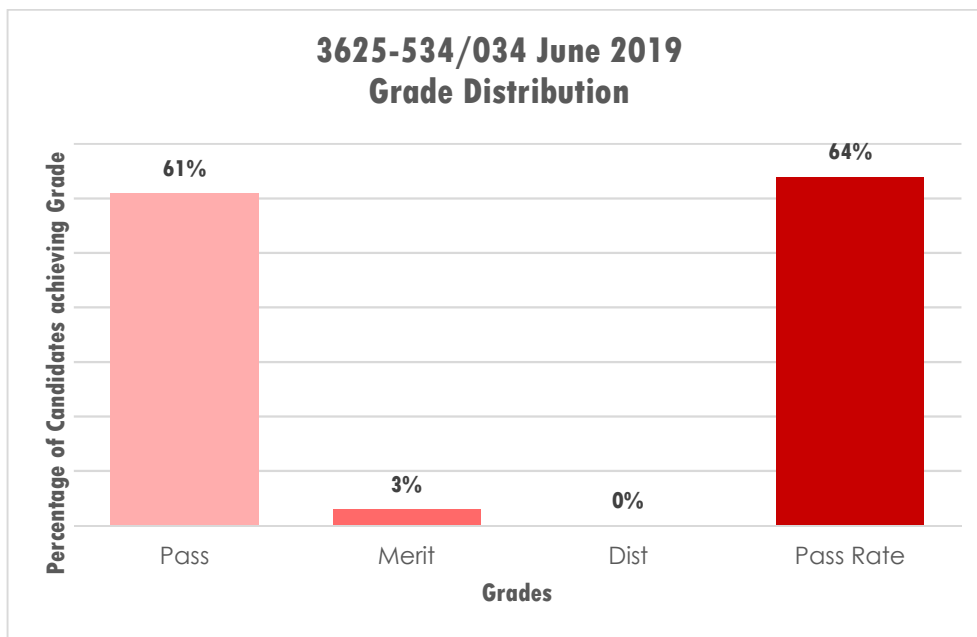


Assessment: 3625-534/034
Series: June 2019 (Summer)

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

Total marks available	60
Pass mark	23
Merit mark	32
Distinction mark	42

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



Chief Examiner Commentary

3625-534-034 Level 3 Health and Care - Theory exam

Series 1 – March 2019

This cohort of candidates completed the exam for the Level 3 Advanced Technical Diploma in Health and Care and Level 3 Advanced Technical Extended Diploma in Health and Care. It should be noted that future exams will sample different topics so this commentary relates to the March 2019 examination only.

The overall candidate performance was good and an improvement on last year's results. Most candidates attempted all questions and included relevant and specific examples to support their answers. However, some candidates repeated the question in their answer and did not give further information or misused time providing unnecessary definitions. A minority of candidates demonstrated a holistic application of knowledge drawn from a range of unit content.

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

- Structure and functions of body systems
- Debates in psychology
- Influences on behaviour
- Humanistic theories of development
- Definitions in health, illness and wellbeing.

Many candidates correctly answered both short and longer questions in the above named areas, showing reasoning and examples to illustrate their point. For example, questions on the psychodynamic approach were well answered with candidates demonstrating a sound knowledge of the topic. Many candidates offered examples to illustrate their understanding as part of their description and explanation.

Generally, candidates responded better than in previous series to command words with many showing a reasonable understanding of topics in their answers for 'explain' command words. However, there were still issues where candidates were asked to 'compare'. This restricted the marks awarded where the command word was not fully addressed in the answer. Similar responses were apparent for questions that required the candidate to explain 'the impact' and is where candidates only listed information instead of providing fuller answers. More marks can be achieved where candidates take note of the mark allocation for each question in order to determine the depth of response required. Candidates would benefit from reading the requirements of the question more carefully and making use of the specification for revision.

Spelling and grammar are not specifically marked in these examinations but it is worth noting that candidates had improved their spelling of key terminology in this series.

Many candidates did not demonstrate a good level of knowledge and understanding in the following areas:

- the relationship between the structure and function of different human body systems
- understanding the principles of the sociological model
- applying psychological perspectives to health and social care practice
- factors relating to health, social inequality and diversity
- sociology of health, care and wellbeing.

The answers to many of the above areas would indicate that candidates had not read and understood the focus of the question correctly. For example, when asked to make a comparison

between health and psychological perspectives many candidates simply gave a definition and/or description of each or long descriptions of one theory or experiment.

Extended response question

The extended response question requires an integrated response drawing on knowledge and understanding across the different units.

Many candidates had good knowledge of humanistic psychological theories (although there were some very long descriptions of these which was not required), the application of medical and social models and types of health care services. However, few candidates achieved higher marks as their responses did not reflect wider knowledge across the range of units. Few candidates included reference to progression degenerative disease or application of sociological perspectives, those candidates were able to achieve higher marks.

Series 2 – June 2019

This examination provided opportunity for candidates that did not achieve a minimum of a pass for the March 2019 examination series to have a second attempt to successfully complete the assessment. The examination also provided opportunity to improve candidates' grade achieved in spring 2019.

Overall, candidates' performance was poor and did not make improvements to the March examination sitting. Generally, candidates responded better than in previous series to command words with many showing a reasonable understanding of topics in their answers for 'explain' command words. However, there were still issues where candidates were asked to 'compare' which also was an issue in the March series. This restricted the marks awarded where the command word was not fully addressed in the answer. For example, a question in relation to the topic area 'understand psychological factors that influence human development', candidates did not 'compare' or apply it to the scenario. Candidates would benefit from reading the requirements of the question more carefully. However, candidates showed a slight improvement in recognising the depth of an answer indicated by the marks awarded for each question and responded accordingly.

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

- Understand the structure, functions and interdependency of the human body systems
- Understand key theoretical concepts and sociological perspectives
- Understand psychological factors that influence human development

Many candidates correctly answered the short answer questions in the above topic areas, showing good knowledge and examples where required.

Candidate responses in relation to topic area 'understand psychological theories of human development' demonstrated very little understanding. Many candidates related the theory specified in a question to dementia, which was inaccurate. In addition, many candidates often described the theory rather than applying it to the context of the question. Most answers were too simplistic.

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

- Understand key theoretical concepts and sociological perspectives
- Understand psychological factors that influence human development
- Understand psychological theories of human development
- Know factors relating to health, social inequality and diversity

Extended response question

Many candidates were unable to offer a range of theories or models in answer to the extended response question which carried the highest number of marks within the paper. Candidates demonstrated breadth of understanding of different types of lifestyle changes that would be beneficial to the individual in the scenario. Some candidates gave accurate descriptions and some justification for psychological and sociological theories that could be applied.

Candidates have not showed an improved exam technique in planning for an extended response question. Responses were limited to references of lifestyle changes and mental health.

Synoptic Assignments – Year 1

3625-30 Level 3 Advanced Technical Diploma in Health and Care (540)

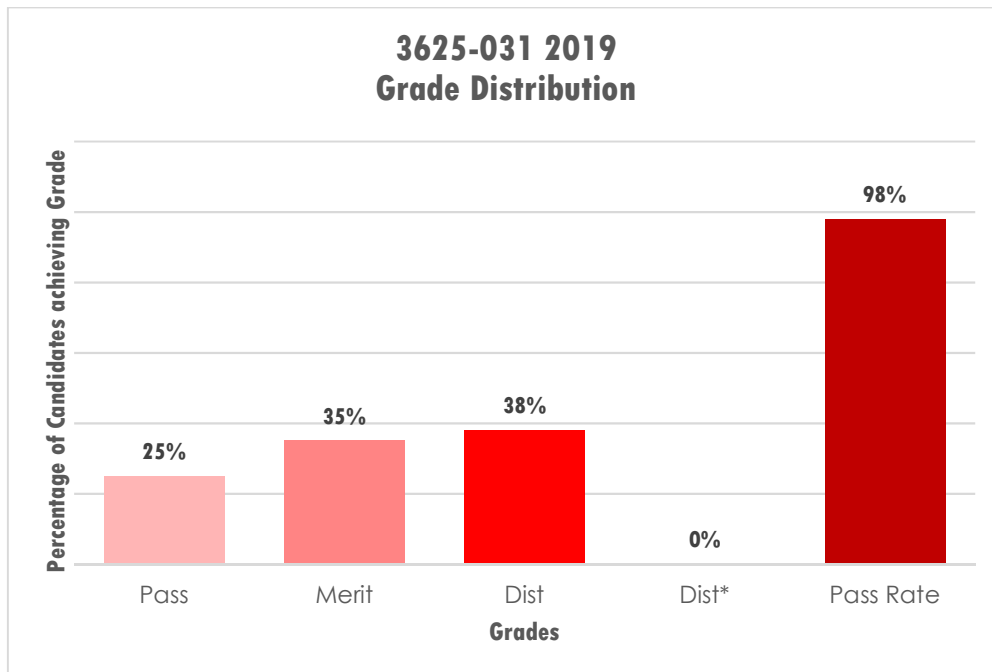
Grade Boundaries

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

Assessment: 3625-031
Series: 2019

Total marks available	60
Pass mark	25
Merit mark	34
Distinction mark	44

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



Principal Moderator Commentary

The candidate evidence and Centre marking provided for the synoptic assignment was of appropriate quality for moderation. Markers comments on tasks provided appropriate justifications so that it was clear to see how marks had been awarded.

Summary of synoptic assignment tasks

Case Study A

Candidates generally made a good attempt to complete all the tasks.

Task 1 - Candidates gained marks by providing concise but accurate explanations of the issues posed by the scenario, especially in relation to safeguarding and abuse. Many candidates provided good explanations of the processes of addressing the issues raised and how these would be reported and discussed with other professionals and services.

Task 2 - Some learners were unable to gain marks as they did not present their work in sufficient detail, however, for many this task was completed clearly and issues raised showed an understanding of the needs of the different family members in the scenario.

Candidates gained marks when they considered person-centred approaches with links to health and safety, risk, safeguarding and communication. Candidates gained and missed marks depending upon their focus and attention to the requirements of this task. Some candidates gained marks by including a range of services for the wider social aspects of the case.

Task 3 - Many candidates gained marks by carefully considering the issues raised within the case study and had related these to relevant serious case reviews, which highlighted the safeguarding issues. Some candidates did not achieve marks by not developing recommendations.

Case study B

All candidates made a good attempt to complete the tasks.

Task 1 - This was generally answered well by most of the learners. Many of the marks gained in the higher band showed clear understanding of cognitive impairment and strong links between legislation and holistic practice.

Task 2 - Candidates gained marks by clearly identifying the importance of a person-centred approach to reviewing the needs and preferences of the individual, identifying the complexities within the situation and the various people involved. Candidates gained marks when they considered ways to involve the individual to ensure a positive outcome approach.

Task 3 - Candidates gained and missed marks depending upon their focus and attention to the requirements of this task. Some candidates gained marks by including a range of services.

Professional Discussion

Most candidates made a good attempt to address the topics. The discussions were recorded with accompanying notes and most showed that candidates had prepared well, although some candidates seemed to be reading out their prepared notes, which interrupted the flow.

For most Centres the process was effectively managed making it easy to moderate.

Many candidates gained marks by explaining their knowledge in relation to practice during the discussion. This clearly benefited some candidates as they were able to gain more marks for the whole synoptic. The discussion also enabled the stronger candidates to show they had grasped concepts and principles underpinning care practice. Many candidates showed a sound

understanding of the importance of reflection and the essence of the values, principles and core care behaviours. All learners had referenced their work although some provided more detail than others.

Commentary on assessment objectives

AO1 – Recall of knowledge

Many candidates had shown recall of legislation and key concepts and theories and had drawn on knowledge from across the qualification. Candidates were unable to gain marks when they did not show linkage between their knowledge and the case study task in sufficient detail. Candidates also did not gain marks when they provided irrelevant detail showing that they had lost focus. Most learners were well-prepared for the professional discussion and the discussion showed that they had strong recall of the importance of care practices relating to health and safety, communication and person centred approaches. Candidates could recall core care behaviours and how they had demonstrated these in their placement. Candidates gained marks when they used terminology correctly and could refer to the wider health and care landscape.

AO2 – Understanding of concepts, theories and processes

Candidates gained marks when they showed causal links in their explanations within the assignment tasks. Candidates did not gain marks when their responses did not show depth of understanding of some of the concepts and theories relevant to the tasks. They also did not gain marks when they had clearly misunderstood the remit of the tasks, provided irrelevant detail or lost focus and deviated from the task.

Many candidates showed confident responses in the professional discussion and could explain links to care concepts, reflective practice models and the application of legislation to situations observed or practiced within their placement. Candidates were generally able to use their knowledge of the core care behaviours to evaluate instances of good and poor practice within their placement. Candidates used a standard referencing framework to record their selection of source material.

AO3 – Application of practical/technical skills

Candidates generally presented their assignment task evidence in a clear format and many showed confident application of written skills.

In the professional discussion, many of the learners were confident in the way they presented their discussion. Weaker candidates needed some prompting but most were able to independently lead the discussion. Most candidates excelled in the discussion when they related the core behaviours to providing care and support. Many of the professional discussions enabled the candidates to show their understanding by self-explanation and it remains a key way for them to gain marks, it was clear however, when they were just reading out their notes as this interrupted a natural response and flow.

Markers had 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 provided well-rounded responses in the professional discussion and written tasks. These clearly showed links between knowledge and understanding to the task scenarios or situations. Candidates were able to gain marks by showing justifications in their responses. Candidates gained marks when they were able to reflect on the approaches they had taken within their practice in the professional discussion. Candidates gained marks when they showed evaluative skills in their written tasks, especially when they were tackling complex issues.

AO5 – Attending to detail/perfecting

Candidates were unable to gain marks when they wandered off the topic both in written tasks and in the professional discussion. Candidates gained marks when they met the specific requirements of the task in sufficient detail and expanding on discussion points where appropriate.

Synoptic Assignments – Year 2

Qualification No. and title and pathway

Grade Boundaries

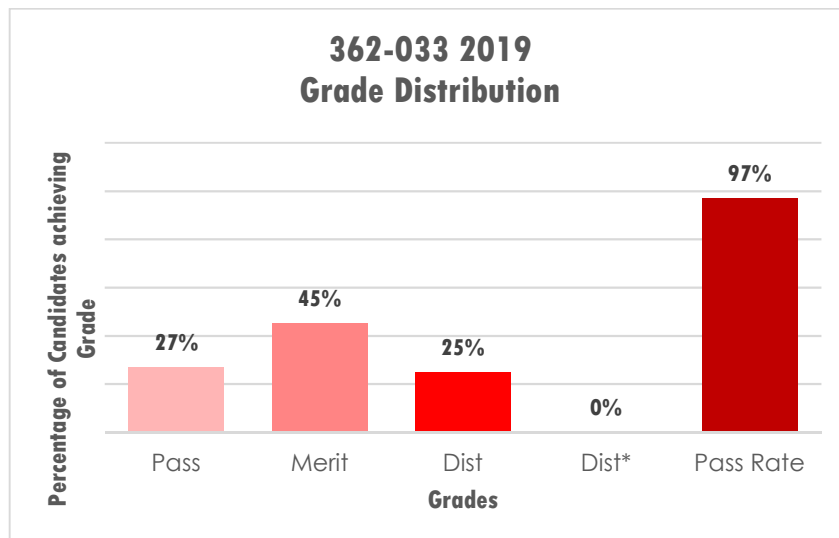
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 3625-033

Series: 2019

Total marks available	60
Pass mark	24
Merit mark	34
Distinction mark	45

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



Principal Moderator Commentary

The evidence provided for the synoptic assignment was sufficient, valid and of appropriate quality to support marking and moderation. Where a candidate's work lacked clarity as to its purpose, centre staff had generally made comments, which provided appropriate justifications and then reflected these comments in the marking. This is good practice which supports the moderation process.

Summary of synoptic assignment tasks

Assignment A:

Overall most candidates made sound attempts to complete the tasks.

Task 1 - Most of the candidates answered this task in sufficient detail and had obviously extended their knowledge by wider reading. Many of the marks gained in the higher band work showed a clear understanding of the impact of research on practice. Higher banded learners had considered a wide range of related knowledge; the principles behind research methodology, different types of research and the impact of ethical considerations and consent on research into health and care. Candidates achieving the highest marks really showed that they could produce academic work which really fulfilled the assessment criteria. Candidates who found this task a challenge missed marks by not providing the detail needed to show an understanding of the place of research in health and care practice.

Task 2 - Many of the candidates had considered a range of resources and this supported and informed their understanding of the topic chosen. Some candidates did not achieve marks by not reading widely enough. Often these candidates also did not gain marks because their responses were mostly descriptive, lacking any summative or evaluative content. Candidates gained marks when they showed that they could evaluate and summarise their findings from their literature reviews and showed considered responses within this evaluation. Candidates gained marks when they brought in different aspects from other relevant topics.

Task 3 - Candidates gained and missed marks depending upon their focus and attention to the requirements of this task. Candidates gained marks by including SMART targets and objectives and by showing an informed choice of research methods to be used.

Assignment B:

All candidates made a good attempt to complete the tasks.

Task 1 - Many candidates gained marks by providing concise, confident and accurate explanations of the historical impact of mental health and welfare legislation and services on current mental health considerations, initiatives and changes to social policy. Some candidates could have expanded on key developments in legislation that informed social policy.

Task 2 - Many candidates answered this in sufficient detail and described different and relevant theoretical approaches and their impact on current health, welfare and care services. Candidates achieved more marks if they considered more than one theory.

Professional Discussion

Many candidates made good attempts to address all the topics. The discussions were recorded and hearing the candidate's voice showed that many had prepared well. The centres had overall effectively managed the process making it easy to moderate. There were a couple of exceptions to this when the recordings sent were not accessible however this was remedied.

Many candidates gained marks by explaining their knowledge and understanding in relation to working practices. For example, the importance of effective team-work; multi-disciplinary working and reflections supporting an individual with physical or mental health problems during their placements. This clearly benefited some candidates as they were able to gain more marks here which positively impacted their overall mark for the synoptic. The discussion also really enabled the stronger candidates to show they had grasped concepts and principles underpinning a rights based culture and informing legislation and practice. Responses relating to the importance of reflection when providing support were generally well considered and most candidates could gain marks from this topic. All learners had referenced their work, although some provided more detail than others.

AO1 – Recall of knowledge

Many candidates had made strong links to legislation, regulation and various roles and responsibilities and the application of these to research into health and care. Candidates gained marks when they had drawn on knowledge from across the qualification and when evidence used clearly linked to the task.

Candidates missed marks when they did not show linkage between their knowledge and the tasks in sufficient detail, or provided irrelevant detail showing that they had lost focus. Most learners were well prepared for the professional discussion and the discussion showed that they had strong recall of the way support was provided to individuals to support a rights based approach. Candidates gained marks when they used terminology correctly and could refer to the impact of a wide range of factors on the health and care landscape.

AO2 – Understanding of concepts, theories and processes

Candidates gained marks when they showed causal links in their explanations within the tasks, this was especially relevant in the research task. Stronger learners showed confident links to concepts and theories and also used data effectively to justify their explanations. Candidates did not achieve marks when their responses did not show depth of understanding of the relevant concepts, perspectives and theories relevant to the tasks.

Candidates were unable to gain marks when they had clearly misunderstood the remit of any of the tasks, provided irrelevant detail or lost focus and deviated from the task. Many candidates showed confident responses in the professional discussion and could explain links to the support they provided to individuals in their care practice and the application of reflection. Candidates gained marks when they understood the concept of multidisciplinary working and the application of rights based legislation to situations observed or practiced within their placement. 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 in their written tasks showing confident application of written skills. Candidates gained marks when they had clearly proof read their work and planned well.

In the professional discussion many of the learners were confident in the way they presented their discussion. Weaker candidates needed some prompting but most were able to independently lead the discussion. Some candidates performed exceptionally well in the discussion when they referred to providing support to an individual within their work experience. Many of the professional discussions were the strongest element of the whole synoptic for the weaker candidates. It enabled the candidates to show their understanding by self-explanation and it remains a key way for them to gain marks. Markers had 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 professional discussion and written tasks which indicated integration of knowledge, theory and practical application. These clearly showed linkage of knowledge and understanding to the task topics. Candidates were able to gain marks by showing justifications in their responses. Candidates

gained marks when they were able to reflect on the approaches they had taken within their practice in the professional discussion. Candidates gained marks when they showed evaluative skills in their written tasks, especially when they were tackling complex issues such as the research topic and consideration of social policy. Some candidates did not make full use of the word count allowance, which limited their opportunity to achieve more marks.

AO5 - Attending to detail/perfecting

Candidates were unable to gain marks when they wandered off the topic both in written tasks and in the professional discussion. Candidates gained marks when they met the specific requirements of the task in sufficient detail, expanding discussion points where appropriate. Candidates were unable to obtain further marks if they did not clearly indicate sources used.