

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

2018

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.

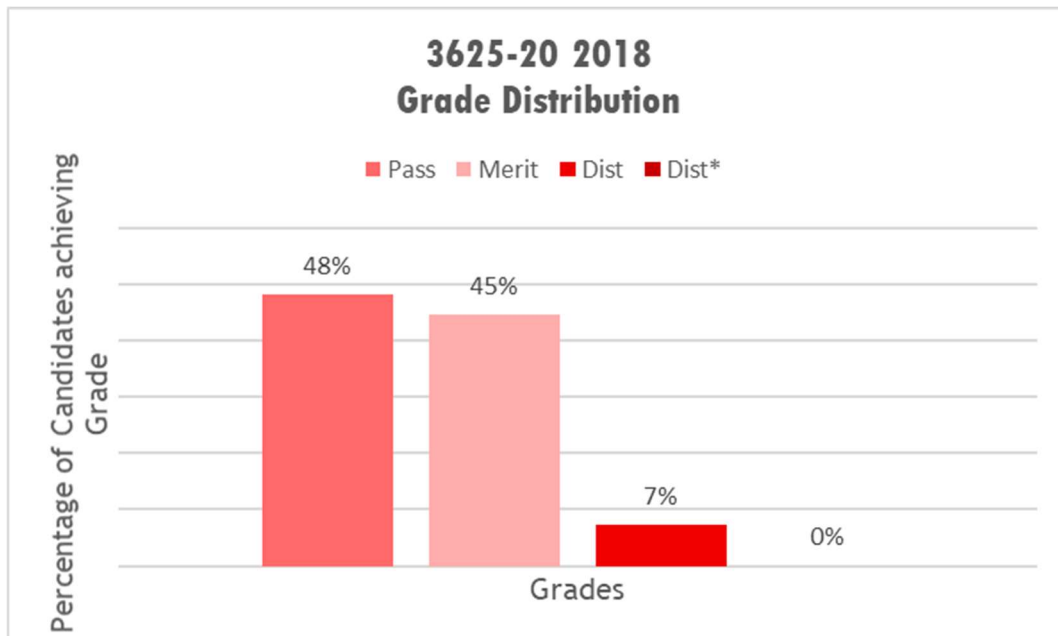
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments 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;

- 3625-020/520 Level 2 Technical Certificate in Healthcare, Care and Childcare – Theory Exam
 - March 2018 (Spring)
 - June 2018 (Summer)
- 3625-021 Level 2 Technical Certificate in 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

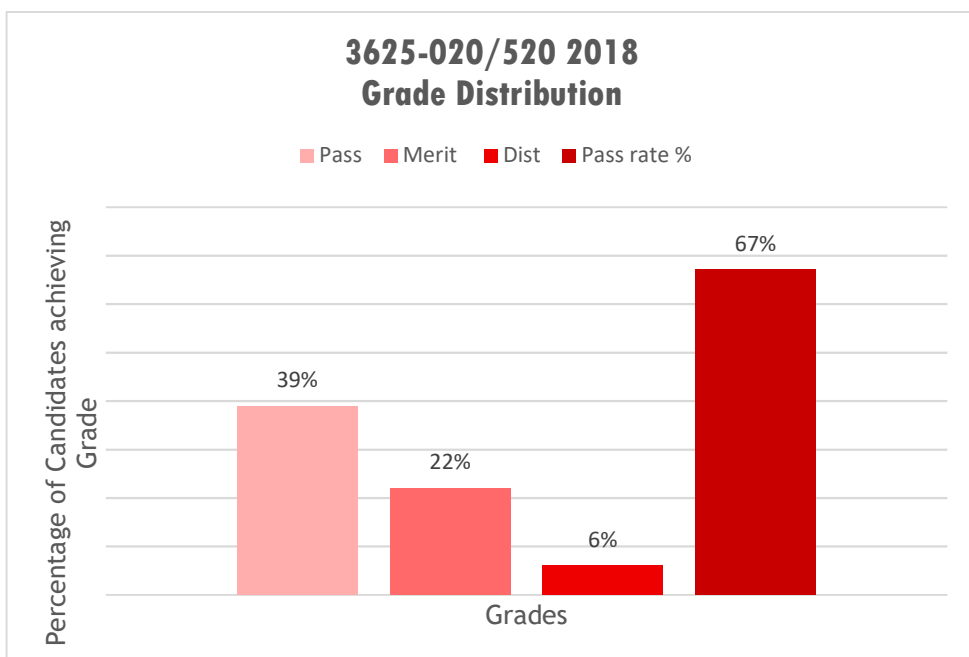
Assessment: 3625-020/520

Series: March 2018 (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	32
Distinction mark	40

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

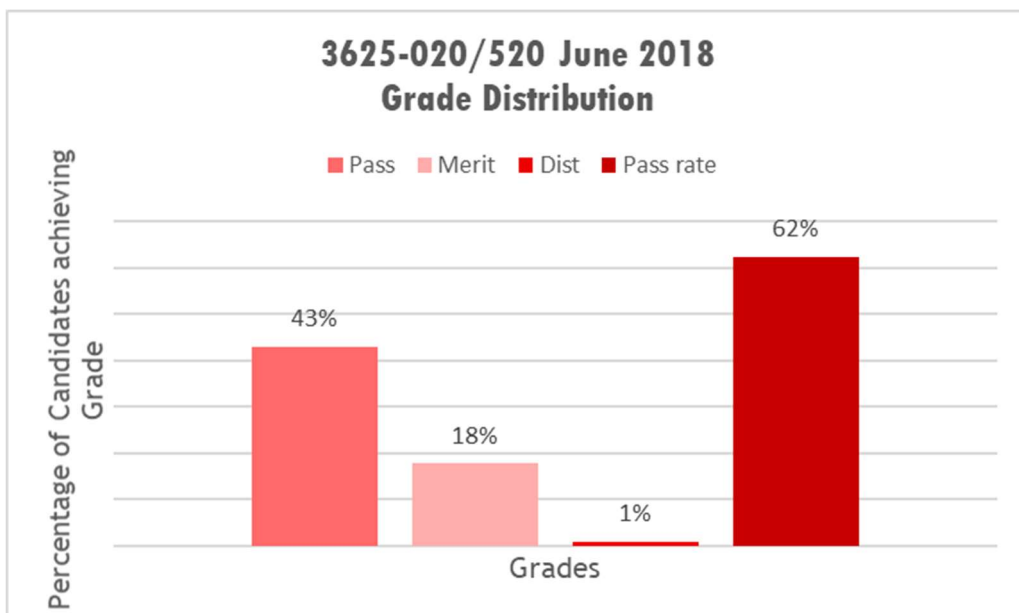


Assessment: 3625-020/520
Series: June 2018 (Summer)

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 distributions of grades and pass rate for this assessment;



Chief Examiner Commentary

3625-020/520 Level 2 Technical Certificate in Healthcare, Care and Childcare - Theory exam

Series 1 – March 2018

This examiner report relates to the first cohort of candidates that sat the 3625-020/520 Level 2 Health, Care and Childcare March 2018 examination.

This examination required candidates to showcase breadth of knowledge and depth of understanding across the healthcare, care and childcare sector. A good understanding of issues and concepts around infection control, safeguarding, and factors influencing child development was also needed.

Overall, candidates did well outlining some of the services available in the sector but struggled with comparisons between different services and job roles, and answers requiring more in-depth knowledge on how services and individuals may work together. This was particularly evident in the extended response question.

Answers in relation to the concepts of safeguarding and infection control generally showed a good level of understanding of the theories and issues, as well as their application in everyday situations. Candidates achieving distinction grades showed comprehensive understanding of the different concepts relating to the sector, were able to explain their practical application and in some cases underpinned their answers with relevant legislation.

Many candidates did not carefully read a question in relation to ‘influencing children’s development’. The question was misinterpreted by a lot of candidates and as a result their answers focused on stages of child development. Some answers were very comprehensive but did not answer the question. Marks for answers to this question could have been much higher if candidates had read the question more carefully.

Common issues concerning exam technique was identified, for example, candidates did not always read questions correctly and therefore did not answer the focus of the question. As a result, they did not display adequate knowledge and understanding across the breadth of the qualification. It would be beneficial to cover exam techniques and have an understanding of the command verbs so candidates are prepared to provide the level of depth and/or breadth of answers required.

The majority of candidates were not familiar with definitions of terms used in childcare, very few candidates gave the correct answers.

Extended response question:

Overall, candidate responses to the extended response question did not indicate breadth and depth of knowledge across the units. The answers focused more on a couple of points/part of the question rather than taking a holistic approach. The answers to the extended response question required candidates to detail action they would take immediately, in the short-term and in the long-term to support the person in the case study. Very few candidates covered all three, but instead focused on either immediate or short-term action.

Candidates had a good understanding of the issues the person in the case study might face but were unsure of how different services could contribute to providing support, what their roles are and how they could work in partnership.

The majority of candidates provided justifications that were narrow and in some cases not relevant to the scenario. As a result the majority of candidates achieved marks in band 1 and very few achieved marks in band 2.

In order to move up the band, candidates are expected to justify their proposed action and make links to theories, legislation and available services.

Series 2 – June 2018

This examiner report relates to the second cohort of candidates that sat the 3625-020/520 Level 2 Health, Care and Childcare June 2018 examination.

This paper required a good understanding of different services within the sector, their function as well as the impact they can have on individuals. Candidates also needed to be familiar with the concepts of safeguarding, infection control and child development.

Answers showed a good insight into the different services available and people's roles but lacked depth when outlining how individuals could access and use services, the impact they could have and which group they would be most relevant to. For example, candidates were able to list services that could be provided by day centres but a significant number of candidates thought the term 'day centre' related to child care. Candidates had some understanding of wrap-around-care but answers again lacked depth on the services that could be provided as part of that, and how they could be accessed and why.

Higher marks could have been achieved by candidates if questions had been read more diligently. For example, candidates were expected to identify different services relevant to babies within the first year of their lives. Although most achieved marks for this question, higher marks could have been gained by focusing on the 'first year of their lives' part of the question. Another question required candidates to define the terms 'infection' and 'infestation' and give examples of both. Most candidates only focused on one part of the question by either giving a definition or an example, not both.

The paper also required candidates to have an insight into person-centred values. Where the focus was on factors that could affect a person's ability to make a choice and how their preferences could be shaped, candidate answers instead focused on how a person could access a service, rather than how and why they would choose it.

Overall questions around the safeguarding process and types of abuse were not answered well, they lacked depth and practical application. Only a small number of candidates showed an insight into forms of institutional abuse.

Candidates achieving distinction grades showed an overall understanding of topics covered in this examination and were able to provide clear links between theories and their practical application. They also showed better exam techniques by reading the questions thoroughly and focusing on command verbs.

Extended response question

The extended response question required candidates to cover a range of issues within the scenario and have an understanding of the physical and social environment. Overall candidates showed an insight into the physical and physiological barriers connected to learning cooking skills, and how to overcome them. Reference was made to a variety of learning methods and aids that could be used to support the individual. Some candidates also referred to a sense of isolation and integrating the individual into the wider community. However, little understanding was shown into the nature of a supported living service, the issues faced by people living in such a setting and how staff could support them.

Answers lacked depth regarding Health and Safety and the potential risks when carrying out a cooking activity. Answers also lacked links to relevant legislation and approaches proposed by candidates and did not reflect person-centred values. As a result very few candidates achieved marks higher than band 1.

Synoptic Assignment

Grade Boundaries

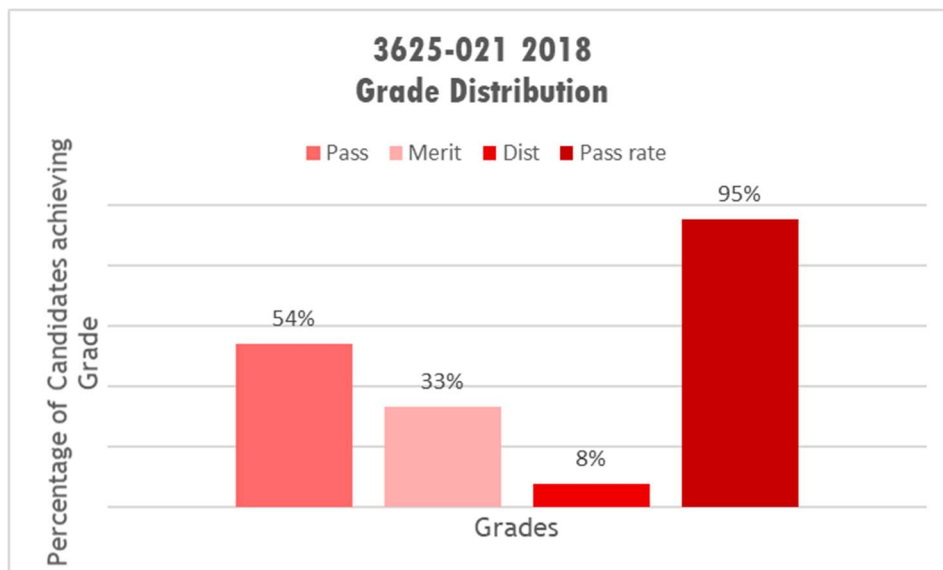
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 3625-021

Series: 2018

Total marks available	60
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

Assignment Brief A

All candidates made a good attempt to complete the task for this assignment. The task was well answered by most of the candidates. Many of the marks were gained in the higher band. Candidate work showed clear understanding of the key considerations relating to the scenario and made strong links between legislation and practice. Some candidates lost marks when they did not focus on the key points raised for discussion or lost focus.

Candidates gained marks when they considered person-centred approaches and core behaviours with links to health and safety, risk, safeguarding and communication when planning Marlie's holiday.

Some candidates gained marks by including a wide range of support services Marlie could access when planning for her holiday.

Assignment Brief B

All candidates made a good attempt to complete the tasks.

Task1. Candidates gained marks by providing creative, accurate and concise information on the leaflet which met the task requirements. Some candidates could have expanded on the potential impacts of dementia on the family and wider community.

Task 2- The considerations for this task enabled the candidate to gain marks by clearly identifying the importance of the core care behaviours and values when supporting individuals with dementia. Candidates gained marks by showing that they understood the complexities involved. Candidates gained marks when they considered how the core care behaviours supported the involvement of individuals with dementia in activities. This endorsed a person-centred approach which ensured the best possible outcomes.

Assignment Brief C

Candidates completed the task well and confidently showed a good understanding of the safe and creative preparation of a feed snack for the age group specified. Some candidates accompanied their skills test with a report to confirm their understanding of the hygiene and healthy eating factors underpinning food preparation. Candidate gained marks when they considered how to ensure the snack was age appropriate. Observation reports backed up the candidate work in all cases.

Interview

All candidates made a good attempt to address the topics. The interviews were recorded with accompanying notes and most showed that candidates had prepared well. 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. 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 teamwork.

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

Commentary on assessment objectives

AO1 – Recall of knowledge

Many candidates had made strong links to personal and professional skills and values underpinning practice and had drawn on knowledge from across the qualification. Candidates did not achieve marks when they did not show linkage between their knowledge and the assignment brief tasks in sufficient

detail. Candidates also missed out on 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.

AO2 – Understanding of concepts, theories and processes

Candidates gained marks when they showed causal links in their explanations within the assignment brief tasks. Candidates did not achieve 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. They also lost 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 skills test and interview and could explain links to 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 of the core care behaviours to describe instances of good and poor practice within their placement and make some 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. Some candidates were clearly nervous in the interview and for some their flow was affected by this. In the interview many of the candidates were confident in the way they presented their answers. Weaker candidates needed some prompting but most were able to respond to the questions fully. Most candidates shone 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.

Candidates also gained marks in the skills test showing skills in the execution of the observed task.

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 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 complex issues.