

# 8040-02 Level 2 Health and Social Care: Core

## Examiner Report February 2022 – August 2022

Version 1.0

Last modified 21-October-2022

## Document revision history

Version	Changed by	Summary of change	Approval date
1.0	Document created	Document created	21.10.2022

[The City and Guilds of London Institute.](#)

Incorporated by Royal Charter. Founded 1878.

Registered Charity in England and Wales 312832 and in Scotland SC039576.

[WJEC CBAC Ltd.](#) is a company limited by guarantee, registration in England and Wales (no. 3150875) and is a registered charity (no. 1073332)

# Contents

<b>1. Introduction.....</b>	<b>2</b>
<b>2. External Assessments.....</b>	<b>3</b>
2.1. Pass marks.....	3
2.2. Pass rates.....	3
2.3. Performance of units across the different pathways .....	4
<b>3. Internal Assessments.....</b>	<b>7</b>
3.1. Areas of good practice.....	7
3.2. Areas for improvement .....	7
3.3. Points for centres to consider .....	8

## 1. Introduction

This document is designed to be used as a feedback tool for centres to enhance teaching and preparation for the 8040-02 Level 2 Health and Social Care: Core. It is advised that this document be referred to when preparing to teach and then again when candidates are preparing to sit the assessment.

This report provides general commentary on pass marks and how candidates perform each of the tests. It highlights common themes in relation to the technical aspects explored within the assessments **between 1<sup>st</sup> February 2022 and 31<sup>st</sup> August 2022**.

For this reporting period the cohort sizes are:

Pathway	Number of Candidates
Adult	2559
Children and Young People (CYP)	280
Combined	379

## 2. External Assessments

### 2.1. Pass marks

Pass marks are set at the minimum standard of performance required for a candidate to pass. Angoff is the method used to ensure that pass marks set for multiple choice tests are as secure as possible. It primarily uses the judgement of 'Subject Matter Experts' (SMEs) to predict the ability of minimally competent candidates to correctly answer each question.

Each assessment version has its own pass mark and is an accurate reflection of a range of expert judgement.

Pathway	Range of pass marks	Out of (total marks):
Adult	31-32	45
CYP	33	45
Combined	45	65

A regular data review process is undertaken to ensure fairness to all candidates. This includes a:

- review of comparative statistics showing how each assessment performed and
- a review of individual test items that are not performing as expected.

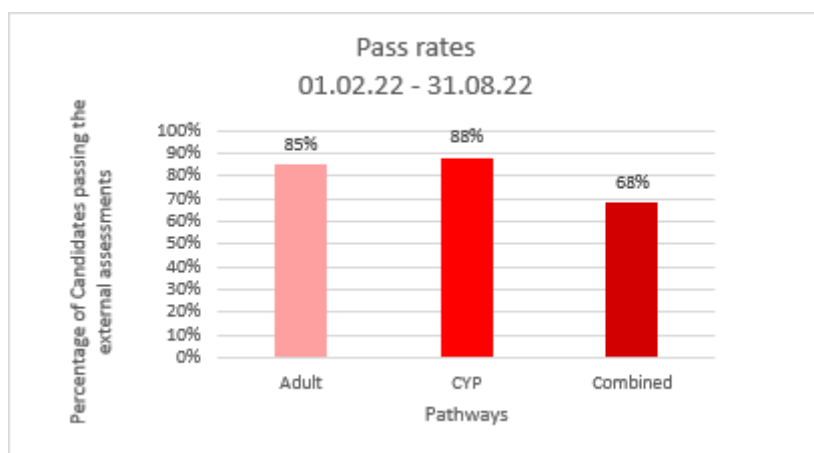
The data review considers the impact of item performance issues or slight differences between assessment versions so that these can be taken into account to ensure that candidates are not potentially disadvantaged.

### 2.2. Pass rates

The pass rate is the number of times a particular assessment has been passed, as a percentage of the total number of times that assessment has been attempted. The figures are affected by candidates resitting assessments and centres should bear this in mind when interpreting them.

The pass rate obtained when a test is first introduced may not truly indicate the difficulty of the test as the number of attempts included in the analysis may not be large enough for true statistical validity. For this reason, any pass rate will be a 'snapshot' of performance based on the data available at the time of calculation.

The pass rates below are accumulative rates across all versions and languages for the reporting period.



*Note: The cohort size for the Combined pathway is very small in comparison to the Adult and CYP*

## 2.3. Performance of units across the different pathways

The following shows the average accumulative facility value (FV) for each unit across all versions. The facility value is the percentage of candidates answering the questions correctly.

### 2.3.1. Adult pathway

Unit Title	Number of questions in the test	Average accumulative FV across all versions
001 Principles and values (Adult)	9	82
003 Health and well-being (Adult)	11	81
005 Professional practice	8	74
006 Safeguarding	8	84
007 Health and Safety	9	85

### 2.3.2. CYP pathway

Unit Title	Number of questions in the test	Average accumulative FV across all versions
002 Principles and values (CYP)	9	81
004 Health and well-being (CYP)	11	80
005 Professional practice	8	87
006 Safeguarding	8	80
007 Health and Safety	9	83

### 2.3.3. Combined pathway

Unit Title	Number of questions in the test	Average accumulative FV across all versions
001 Principles and values (Adult)	9	81
002 Principles and values (CYP)	9	80
003 Health and well-being (Adult)	11	76
004 Health and well-being (CYP)	11	75
005 Professional practice	8	75
006 Safeguarding	8	70
007 Health and Safety	9	73

#### **2.3.4. Areas of focus**

The following outcomes have been identified as areas where candidates would benefit from additional delivery or revision.

- 5.1 Understand the role, responsibilities and accountabilities of health and social care workers
- 5.2 Know how to develop and maintain effective partnership working with others in health and social care
- 5.4 Know how to handle information
- 7.3 Know how to promote fire safety in work settings



### 3. Internal Assessments

The following are outcomes from External Moderation/EQA Sampling of the H&SC Core

#### 3.1. Areas of good practice

EQAs have reported that discussions during their sampling activities raised the following points:

- Tutor/ assessors need to remind learners that the assessment tasks are a summative assessment and that they are not able to provide directed interim feedback to learners.
- IQA processes should include monitoring and quality assuring the entire learner journey so that all aspects are checked to be supporting the learner through to achievement.
- Detail of justifications for assessment decisions was an area for development for some centres and assessors should continue to provide justifications for marks allocated/not allocated.
- Standardisation activities to support the above are a useful way to continue to improve delivery, as well as continuing to standardise marking of the banded mark questions.

#### 3.2. Areas for improvement

EQAs have reported that discussions during their sampling activities raised the following points:

- Tutor/ assessors should remember that the Core involves a summative assessment process. This means that assessors should not be offering interim feedback to learners. Feedback to the learner from the internal assessor is high level only and must not lead the learner in anyway. Feedback that leads the learner may be deemed as malpractice.
- IQA processes should naturally include monitoring and quality assuring the following areas of delivery and assessment: recruitment, induction, teaching and learning, ready for assessment strategies, assignment management from release to feedback and resit processes.
- Detail of justifications for assessment decisions was an area for development for some centres. Assessors should provide appropriate feedback to justify marks allocated/not allocated.
- There have been suggestions to improve standardisation of marking and judgement processes. One common area to address is to standardise the marking of the banded mark question
- Some centres could provide EQAs with better evidence of standardisation such as meeting notes with action plans.
- Centre staff should be clear about the current mitigations for this qualification and their end date. This can be found on the website.

### 3.3. Points for centres to consider

- It is suggested that centre staff refresh their understanding of the guidance provided in the Core qualification key documents and the Assessment and Quality Assurance Centre Guide available on the website, (specific guidance about best practice is provided in section 1.4).
- Centres are should continue to develop systems to analyse achievement rates and address any areas EQAs suggest for improving opportunities for teaching and learning and ensuring learners are ready for assessment.
- Centre staff attending C&G training and network events reported to EQAs that these provided useful information to improve their practice in delivering and quality assuring assessments.