

**EXPERT GROUP REPORT  
FOR  
AWARD SEEKING ADMISSION  
TO  
THE UCAS TARIFF**

***CACHE LEVEL 3 AWARD/ CERTIFICATE/ DIPLOMA  
IN CHILD CARE AND EDUCATION***

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## THE CONDUCT OF THE COMPARABILITY STUDY

In order to ensure a robust and transparent procedure for allocating UCAS Tariff Points to qualifications seeking admission to the framework, UCAS approached the University of Oxford, Department of Educational Studies for assistance in developing an appropriate methodology.

Acknowledging the problematic nature of comparability studies, and recognising that a mechanical procedure would not work, the Department proposed a procedure based on the premise that such comparisons can only be achieved through the exercise of collaborative judgement by an Expert Group.

Guidelines were drawn up for the composition of the Expert Group, the evidence that would need to be collected and examined and the choice of a benchmark qualification.

Procedures were developed for the conduct of the work of the Expert Group, including detailed sets of questions to be addressed at different stages in the process. Questions appropriate to the awards under consideration are selected and are used to guide, not constrain, the work of the Expert Group.

The judgements made by the Expert Group in this report are presented as suggested allocations of UCAS points which take account of the size and demand of the award seeking admission to the Tariff, and a candidate's level of attainment within that award. The guidelines also provide for an automatic review process to be conducted at a later stage in the light of further evidence. This latter point acknowledges the fact that both benchmark qualifications and those seeking admission to the Tariff may still be relatively new. Consequently, there may only be a relatively small amount of evidence (particularly candidate evidence) available at the time of the work of the Expert Group. There is, therefore, a need to review the decisions of the Group when more evidence becomes available and when HE admissions tutors have gained more experience of using the awards as entry qualifications.

The work of the Expert Group is subject to a quality assurance procedure by an independent auditor from higher education.



## SUMMARY AND RECOMMENDATIONS

The current CACHE qualification suite, consisting of the Award, Certificate and Diploma, is a necessary evolution of the old CACHE Diploma to meet the requirements of the new Qualifications and Credit Framework (QCF). For this reason work was undertaken to review the Tariff values previously assigned to Diploma and to consider what, if any, utility for progression could be attached to the Award and Certificate. The Diploma retains its status as providing a licence to practice in the childcare and education sector, while the two smaller qualifications provide useful exit points for students not wishing to complete the full Diploma, or wishing to take a break in achieving the full Diploma.

The group confirmed the utility of the CACHE Award, Certificate and Diploma qualifications for progression to Higher Education, based on an in-depth comparison with the Edexcel GCE A Level in Health and Social Care. The comparison undertaken within the meeting included the aims, size, structure, assessment objectives, assessment demand, and grading of each qualification.

The Expert Group was unable to suggest a recommendation for the allocation of Tariff Points to the qualifications within the meeting but the work continued through electronic communications. During the electronic communications a logical algorithm was applied using the results of the domain scoring process and the relative size of the programmes to recommend a Tariff score. The results of the calculation were accepted for the Award and Certificate, but not for the Diploma because it resulted in uplift when compared to the maximum scores awarded to the current CACHE Diploma programme. It was agreed that while the structure of the CACHE Diploma had been amended the changes were not considered sufficiently significant to warrant an increase to the Tariff score.

The Group recommended the following points:

Award	Certificate	Diploma
A - 30	A - 110	A - 360
B - 25	B - 90	B - 300
C - 20	C - 70	C - 240
D - 15	D - 55	D - 180
E - 10	E - 35	E - 120

The recommendations were confirmed as appropriate by both the Tariff Reference and Advisory Groups and endorsed by the UCAS Board in June 2009.



## **SECTION 1: THE COMPOSITION OF THE EXPERT GROUPS**

The following individuals with expert knowledge and experience of the qualifications under consideration in this study were selected to form the Expert Group:

- Andy Ashton (Edexcel)
- Danielle Carey (University College Birmingham)
- John Slater (Canterbury Christ Church University)
- Denise Corfield (Edge Hill University)
- Wendy Taylor (CACHE).

UCAS staff acted as facilitators and secretaries for the meetings, ensuring that the Group worked systematically through the procedures. In addition to the representatives listed above, Richard Dorrance and Ann Brooks from CACHE were observers to the meeting.

The whole process was overseen and quality assured by Dr Geoff Hayward, an independent higher education based consultant.

CVs of the experts within the group are attached as Appendix 1.



## SECTION 2: OVERVIEW OF AWARD SEEKING ADMISSION TO THE TARIFF

### 2.1 Aims and purpose of the qualifications

The CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education are intended to prepare learners to work with children and their families in a variety of settings and environments within the sector of children's services. The qualifications provide the theoretical knowledge and understanding of child development and education necessary for working with children in a variety of job roles and settings and will enable learners to apply this knowledge in practical environments. The qualifications are based on the current National Occupational Standards for Children's Care, Learning and Development at Level 3, the Early Years Foundation Stage principles and the Common Core of knowledge and skills, and reflect the shift in focus to children's services. The Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education meet the recognised need for reflective practitioners within the child care and education sector and learners will be well prepared to progress into further qualifications and training.

The qualifications aim to allow learners to:

- develop an in-depth knowledge and understanding of child development, education, the health and safety of children and the value of play
- develop their professional skills and vocationally appropriate competence through participation in a variety of settings
- apply theoretical knowledge in a practical environment
- implement, evaluate and reflect on professional practice
- become a competent practitioner through a range of work environments and a spread of experience
- develop understanding of inclusive practice and value diversity
- choose optional units to complement their career plan
- enter employment or progress on to higher level qualifications.

### Broad Objectives

Upon achieving this qualification candidates should be able to progress on to higher level qualifications such as Level 4 professional development qualifications, foundation degrees or related degrees in nursing, midwifery or teaching subject to the individual requirements of the university or higher education college.

### 2.2 History of the qualifications

The CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education qualifications were developed in 2006 to replace the existing CACHE Level 3 Diploma in Child Care and Education, and to begin to address the anticipated requirements of the Qualifications and Credit Framework for bite-size learning. The units undertaken for the full Diploma build upon the work completed for the Certificate and Award, thus ensuring that learners are able to maximise on previous achievement and experience success as they progress towards the Diploma. The structure of the new qualifications has also changed to encompass both mandatory and optional units to enable the syllabus to be tailored to meet



the individual needs of learners. There is also an innovative and wider, more learner-focused assessment strategy.

## 2.3 Entry requirements for the qualifications

CACHE does not recommend any formal entry qualifications but learners should be able to demonstrate the ability to cope with the demands of the programme and have a sensible and mature attitude to work and study.

Learners who are likely to benefit most from the qualifications are likely to have:

- GCSE at Grade C or above in English and at least one other subject  
or
- full Level 2 qualification

Many centres offering the qualification expect learners to have a minimum of four GCSEs at grade C or above.

## 2.4 Age of candidates

Learners must be at least 16 years old in order to register for the Award, the Certificate or the Diploma. There is no upper age limit.

## 2.5 Guided Learning Hours (GLH)

The CACHE recommended Guided Learning Hours are:

Award	120
Certificate	360
Diploma	1,009
	+ 750 recommended practical training hours = a total of 1,759 GLH.

## 2.6 Content and structure of the qualifications

The Award, Certificate and Diploma are certificated as three separate qualifications which allow learners to build qualifications in manageable steps, if required. It is expected that the majority of learners will progress through the Award and Certificate to complete the Diploma, as this prepares learners to work unsupervised, or in a supervisory capacity.

There are nine mandatory units and 12 optional units as listed below. These are combined in the following ways:

Award	Learners are required to achieve Units 1 and 2 by internally assessed assignments.
Certificate	Learners are required to achieve Units 1 to 5 by internally assessed assignments; plus a short answer test.
Diploma	Learners are required to achieve Units 1 to 9 by internally assessed assignments; plus three optional units chosen from Units 10 -21; plus a short answer paper and a research task and practical training.





A total of 125 days (750 hours) of practical training is recommended, with specific allocation across the age groups to ensure learners have experience across the birth to 8 years age range and to maximise employment opportunities.

- Birth to 11 months 15 days (recommended)
- 1 to 3 years 11 months 30 days (recommended)
- 4 to 7 years 11 months 40 days (recommended)

The remaining 40 days may be allocated to any of these groups or to the age group from 7 years 11 months to 16 years.

## **Syllabus topics**

### *Mandatory units:*

- Unit 1 An introduction to working with children
- Unit 2 Development from conception to age 16 years
- Unit 3 Supporting children
- Unit 4 Keeping children safe
- Unit 5 The principles underpinning the role of the practitioner working with children
- Unit 6 Promoting a healthy environment for children
- Unit 7 Play and learning in children's education
- Unit 8 Caring for children
- Unit 9 Development of professional skills within children's education

### *Optional units:*

- Unit 10 Research into child care, education and development
- Unit 11 Care of sick children
- Unit 12 Nutrition and healthy food for children
- Unit 13 Child, family and outside world
- Unit 14 Working with children with special needs
- Unit 15 Developing children's (3-8 years) mathematical skills
- Unit 16 Developing children's (3-8 years) communication, language and literacy skills
- Unit 17 International approaches towards children's education
- Unit 18 Working with babies from birth to 12 months
- Unit 19 Multi-agency working with children
- Unit 20 Children, parent and family needs
- Unit 21 Supporting children with English as an additional language

## **2.7 Assessment – procedures, methods and levels**

Units 1 to 8 and the optional units are each assessed through an assignment which is set by CACHE and marked internally by the centre. The methods used for these assignments are either essays or portfolios and often include scenarios for contextualisation and to make the assignment more meaningful to the learner. For example, the Unit 3 assignment for supporting children refers to a Children's Centre which is reviewing policies and procedures as a means of contextualising the assignment. CACHE provides the assignment task and grading criteria for each unit. Learners have the opportunity to resubmit their work or improve the grade within the registration period. The assignments are designed to assess the essential skills, knowledge and understanding associated with the individual units. They



provide learners with the opportunity to show skills of evaluation, analysis, synthesis and reflection. Learners are required to complete the whole assignment task and encouraged to attempt the higher grades through a compensatory marking system. Centres are required to follow the CACHE internal moderation process and to submit sample assignments for rigorous standards moderation on a yearly basis for quality assurance purposes.

Unit 9 includes the practical training. This is assessed through Practice Evidence Records, the Practice Evidence Record Diary and Professional Development Profiles.

Practice Evidence Records contain statements which describe the skills and tasks learners are expected to perform competently in the practical placement. The statements are linked to the learning outcomes in the relevant units and the National Occupational Standards in Children's Care, Learning and Development.

The Practice Evidence Record Diary consists of tasks to be completed in the practical placement. Learners have the opportunity to evidence understanding of practical skills gained in placement and to demonstrate ability to use reflective and evaluative skills.

Professional Development Profiles (PDPs) provide the evidence that the learner has successfully completed a series of practical placements and has achieved a satisfactory level of competency. Three PDPs must be completed and passed by each learner over the period of study and be verified by the placement supervisor.

## External assessment

In addition to the assessment requirements for each unit, candidates for the Certificate and Diploma qualifications are also required to complete external assessments which are set, marked and graded by CACHE.

### *Certificate*

For the Certificate this is a short answer paper of one hour based on a seen case study. This requires learners to apply their knowledge to a CACHE designed scenario which is available five days before the test. The paper is divided into two parts: Part A – the seen case study and Part B – unseen questions which relate to the seen case study. Candidates are required to attempt all questions. The questions are written using a test specification which ensures coverage of the Units 3 to 5 and includes questions from level descriptor 2 to 4 in difficulty. An exemplar paper is available on the CACHE website.

### *Test specification for the L3 Certificate Short Answer Paper*

- Units 3 – 5
- Number of questions 8
- Total Marks 50
- Time allowed one hour + 15 minutes reading time

*Table 1: CACHE Certificate short answer paper assessment objectives*

Assessment objective		Marks	Weighting
AO1	Recall of knowledge and understanding	15 marks	30%





Award	Assignment tasks for Units 1 and 2
Certificate	Assignment tasks for Units 1 to 5. Short answer paper based on a seen case study
Diploma	Assignment tasks for Units 1 to 8 and three optional units. Short answer paper based on a seen case study. Externally assessed research task. Practice Evidence Records. Practice Evidence Record Diary. Professional Development Profiles

### External assessment dates

CACHE L3 Certificate in Child Care and Education short answer paper test dates are roughly every three months.

Deadlines for the Last date for submission of scripts for CACHE L3 Diploma in Child Care and Education research task are also approximately every three months.

### Level description

The assessment for the CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Child Care and Education is based upon the Qualifications and Curriculum Authority (QCA) National Qualifications Framework level descriptors. These descriptors set out the characteristic generic outcomes of each level and are outlined in Table 5.

Table 5: QCA NQF Level 3 descriptors

Intellectual skills and attributes	Processes	Accountability
<ul style="list-style-type: none"> <li>Apply knowledge and skills in a range of complex activities, demonstrating comprehension of relevant theories</li> <li>Access and evaluate information independently</li> <li>Analyse information and make reasoned judgments</li> <li>Employ a range of responses to well defined but often unfamiliar or unpredictable problems.</li> </ul>	<ul style="list-style-type: none"> <li>Operate in a variety of familiar and unfamiliar contexts using a range of technical or learning skills</li> <li>Select from a considerable choice of procedures</li> <li>Give presentations to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in self directed activity with guidance/ evaluation</li> <li>Accept responsibility for quantity and quality of output</li> <li>Accept limited responsibility for the quantity and quality of the output of others.</li> </ul>

## 2.8 Grading

Each of the units is assessed at grades A to E against clearly identified criteria which reflect the knowledge, understanding and skills required for the unit. The criteria for the grading levels indicate the appropriate thinking skills required. Generally, grade E responses are descriptive whilst at the A grade learners are expected to demonstrate the ability to critically evaluate and analyse information. CACHE uses a scheme of compensatory marking which encourages learners to attempt all aspects of the assignment task, including the higher grades. Marks are accumulated and the final grade determined by the total number of marks achieved.

The short answer paper and the research task are also graded A to E.



The grades given for each unit and for the external assessments are converted into a numerical score which determines the grades awarded for the whole qualification. Table 6 summarises how grades A and E are achieved, with the full table available in the CACHE Candidate Handbook (p237).

Table 6: CACHE unit weighting

Units	Weighting	Grade A		Grade E	
		Value	Points	Value	Points
Unit 1	1	5	5	1	1
Unit 2	3	5	15	1	3
Unit 3	3	5	15	1	3
Unit 4	3	5	15	1	3
Unit 5	2	5	10	1	2
Short answer test	3	5	15	1	3
Unit 6	2	5	10	1	2
Unit 7	3	5	15	1	3
Unit 8	2	5	10	1	2
Unit 9	25	5	125	1	25
PDPs	Pass only				
Optional unit	2	5	10	1	2
Optional unit	2	5	10	1	2
Optional unit	2	5	10	1	2
Research portfolio	5	5	25	1	5

Performance by points score is portrayed in Table 7.

Table 7: CACHE grade performance by point score

	Award	Certificate	Diploma
A	17 – 20 points	62 – 75 points	256 – 290 points
B	13 – 16 points	48 – 61 points	219 – 255 points
C	9 – 12	36 – 47 points	166 – 218 points
D	6 – 8 points	24 – 35 points	110 – 165 points
E	4 – 5 points	15 – 23 points	58 – 109 points

## 2.9 Quality assurance processes

### Examiner recruitment

External examiners are generally recruited from existing CACHE centres or from centres offering child care qualifications from other awarding bodies. They are subject to a rigorous interviewing process from a panel which includes the relevant Chief Examiner. They are expected to be competent child care and education practitioners, with experience in delivering qualifications and in internal marking and/or moderation, with evidence of regular and current professional development. New external examiners are given training on marking and procedures to be followed and all examiners must attend all appropriate standardisation sessions.

### Question setting

The questions are initially written by a panel of subject specialists who have been trained in appropriate techniques of question writing. The panel consists of very experienced practitioners. New writers are continually trained to ensure the questions set are current and up-to-date. Writers must also have a good knowledge of the underpinning principles of the



qualification and awareness of current issues in children's services. The questions are internally edited by CACHE before being compiled into papers and subjected to a process of revision and scrutiny by external experts. Revisions are made to the questions and/or papers based on the independent advice obtained from this process.

### *Standardised examining*

The standardisation process undertaken by CACHE is structured by the current regulatory requirements of the Qualifications and Curriculum Authority. For external assessments this involves:

- pre-standardisation activity by the Chief Examiner and the Principal Examiners
- standardisation of five selected scripts with the whole team, including examiners
- postal scrutiny of a sample of scripts from all examiners by the Principal Examiners
- postal scrutiny of a sample of scripts from all Principal Examiners by the Chief Examiner
- the awarding process.

For internal assignments, CACHE has an internal moderation process to be followed by all centres and monitored by the external standards moderation process where a sample of scripts are externally moderated by CACHE.

Grades are reviewed for the external assessments at the awarding meeting for the qualification. Sample scripts are examined to defined criteria by the Chief Examiner and Principal Examiners who determine appropriate grade boundaries in comparison with archived material. These grades are then reviewed by the CEO at CACHE.



## SECTION 3: OVERVIEW OF THE BENCHMARK AWARDS

### 3.1 Aims and purpose of the qualification

The GCE Health and Social Care is a vocational A level, offered as single AS, double AS, single A level and double A level.

It aims to allow candidates to have a broad educational basis for further training, further education or for moving into appropriate employment within the health and social care sector. The qualifications have been designed to be delivered in a work-related context and to allow learners to develop an understanding of the diverse and complex nature of the health and social care sector.

The qualifications aim to:

- widen participation in vocationally-related learning
- allow learners to experience vocationally-related learning to see if it is suitable
- enable learners to make valid personal choices on completion of the qualification
- raise attainment at Level 3/Advanced level of the NQF.

#### *Broad objectives*

The broad objectives of these GCEs are to:

- introduce learners to work-related learning
- provide learners with a broad introduction to a vocational sector
- give learners the technical knowledge, skills and understanding associated with the subject at this level
- equip learners with some of skills they will need in the workplace or in further education or training
- empower learners to take charge of their own learning and development
- provide a range of teaching, learning and assessment styles to motivate learners to achieve their full potential.

### 3.2 History of the qualification

This suite of qualifications replaces the VCE Health and Social Care, which in turn replaced the Advanced GNVQ qualifications. It is part of a larger group of vocational A levels offered by Edexcel.

### 3.3 Entry requirements for the qualification

Learners who would benefit most from a GCE in Health and Social Care are likely to have one or more of the following:

- an Intermediate level qualification
- a GCSE profile grades A\*-C
- a BTEC First Diploma
- other relevant qualifications at Level 2, including NVQs, but with a standard of literacy and numeracy equivalent to GCSE grade A\*-C
- some related work experience.



**3.4 Age of candidates**

Most candidates would start the course at 16.

**3.5 Guided Learning Hours (GLH)**

180 GLH for the single AS, 360 for the double AS, 360 for the single A level and 720 for the double A level.

**3.6 Content and structure of the qualification**

The syllabus content for this unit is outlined below:

*Table 8: Edexcel GCE A level Health and Social Care*

<b>Unit 1: Human Growth and Development</b>	<b>Unit 7: Meeting Individual Needs</b>
Life stages and aspects of human growth and development Factors affecting growth and development Promoting health and wellbeing	Structure and provision of services Meeting individual needs Practitioner roles Quality assurance and regulation
<b>Unit 2: Communication and Values</b>	<b>Unit 8: Promoting Health and Wellbeing – A2 compulsory unit</b>
Communication Care value base Transmission of values	compulsory unit Reasons for promoting health and wellbeing Models and approaches to health promotion Planning and implementing a health promotion
<b>Unit 3: Positive Care Environments</b>	<b>Unit 9: Investigating Disease</b>
Values and individual rights Barriers to access Creating a positive environment How society promotes service users' rights	Health and disease: epidemiology Differences between communicable and non-communicable diseases Diagnosis, treatment and support of disease Strategies for prevention of disease
<b>Unit 4: Social Aspects and Lifestyle Choices</b>	<b>Unit 10: Using and Understanding Research</b>
Lifestyle choices and life course events Social factors affecting health and well-being Care professional/service user relationships	The aims and use of research in health and social care Research methods Carrying out a research project
<b>Unit 5: Activities for Health and Well-being</b>	<b>Unit 11: Social Issues and Welfare Needs</b>
Types and benefits of activities The planning and implementation of activities Evaluation of activities	Origins of social and welfare issues Demographic change and social and welfare issues Social issues in context Government responses to social issues and welfare needs
<b>Unit 6: Public Health</b>	<b>Unit 12: Understanding Human Behaviour – A2 compulsory unit</b>
Public health: origins, aims and data Current issues in public health Promoting and protecting public health in the UK	Influences on behaviour and their effects Theories of human behaviour Human behaviour and care values

For the internally assessed units learners may apply their learning to any of the following service-user groups:

- health
- early years (care and education)
- care of older people





- individuals with specific needs.

It is suggested that they produce internally assessed work from at least two of the service-user groups. Learners should choose which of these groups they study for each internally assessed unit, with guidance from the centre.

### **3.7 Assessment – procedures, methods and levels**

Assessment is by external examination (one third of the units) and by internally assessed, externally moderated portfolios (two thirds of the units)

Portfolios are marked against the four assessment objectives. The specification has clear assessment grids, grouped into three mark bands, (mark band 1 being the lowest mark band and mark band 3 being the highest). There are clear descriptors for each assessment objective enabling the assessor to award the most appropriate mark.

The format of the examination is one 90 minute paper for each of the externally assessed units.

The assessments are designed to allow candidates to demonstrate positive achievement and to have a positive experience in completing each assessment.

In line with the above, the criteria for assessing each assignment have been written so that a candidate working at the lower end of the GCE ability range should be capable of meeting approximately 80 per cent of the band 1 criteria. This equates to approximately 40 per cent of the total credit available for the assignment.

#### **Exam dates**

Twice yearly – January and June

#### **Level description**

The performance descriptions for GCE Health and Social Care aim to describe learning outcomes and levels of attainment likely to be shown by a representative learner performing at the A/B and E/U boundaries for the AS and A2. The performance descriptions illustrate the expectations at these boundaries for the AS and A2 as a whole; they have not been written at specification or unit level.

Each performance description is aligned to one assessment objective. An alphabetical system has been used to denote each element of a performance description. There is no hierarchy of elements.

Performance descriptions are designed to assist examiners in exercising their professional judgement at awarding meetings where the grade A/B and E/U boundaries will be set by examiners using professional judgement. This judgement will reflect the quality of the learners' work, informed by the available technical and statistical evidence. Performance descriptions will be reviewed continually and updated where necessary.



Table 9: Edexcel GCE A level Health and Social Care performance descriptions

<b>AS Level performance descriptions</b>					
	<b>Assessment Objective 1</b>	<b>Assessment Objective 2</b>	<b>Assessment Objective 3</b>	<b>Assessment Objective 4</b>	<b>Quality of Written Communication</b>
Assessment objective	Knowledge and understanding	Application of knowledge and understanding	Research and analysis	Evaluation	
A/B boundary performance descriptions	<p>A depth of knowledge of health and social care sector as covered.</p> <p>A depth of understanding of the functions of the health and social care sector.</p> <p>A range of relevant work-related skills in a variety of situations in an effective manner.</p>	<p>Apply knowledge, skills and understanding accurately to a range of work-related situations involving different service-user groups.</p>	<p>Undertake research using range of techniques.</p> <p>Use a wide range of relevant information sources.</p> <p>Use selected information to analyse work-related issues and problems.</p>	<p>Analyse evidence to draw valid conclusions.</p> <p>Make reasoned judgements about work-related issues.</p>	<p>Use written expression which conveys appropriate meaning and uses appropriate specialist vocabulary.</p>
E/U boundary performance descriptions	<p>Demonstrate basic knowledge of the health and social care sector (there may be significant omissions).</p> <p>Show a basic understanding of the purposes of the health and social care sector.</p> <p>Demonstrate a limited range of work-related skills.</p>	<p>Apply knowledge, understanding and skills with guidance to service-user groups and familiar work-related contexts.</p>	<p>Collect information on work-related issues using given techniques.</p> <p>Use a limited range of relevant information sources.</p> <p>Carry out some basic analysis of work-related issues and problems.</p>	<p>Evaluate evidence to draw basic conclusions about relevant work-related issues.</p> <p>Use written expression which is adequate to convey meaning and may be expressed in a non-specialist way.</p>	<p>Candidates use written expression which is adequate to convey meaning but may be expressed in a non-specialist way.</p>
<b>A2 Level Performance Descriptions</b>					
	<b>Assessment Objective 1</b>	<b>Assessment Objective 2</b>	<b>Assessment Objective 3</b>	<b>Assessment Objective 4</b>	<b>Quality of Written Communication</b>
Assessment objective	Knowledge and understanding	Application of knowledge and understanding	Research and analysis	Evaluation	



<p>A/B boundary performance descriptions</p>	<p>Demonstrate in-depth knowledge of the health and social care sector.</p> <p>Show in-depth understanding of functions of the health and social care sector.</p> <p>Demonstrate a range of work-related skills in a variety of situations in an effective manner.</p>	<p>Accurately and independently apply in-depth knowledge, understanding and skills to a wide range of work-related situations, relating these as appropriate to different contexts and service-user groups.</p>	<p>Select and justify use of research and analytical techniques.</p> <p>Use a wide range of relevant information sources.</p> <p>Use the selected techniques and information to analyse work-related issues and problems.</p>	<p>Evaluate a range of evidence to draw and justify valid conclusions.</p> <p>Make well-reasoned judgements about relevant work-related issues.</p>	<p>Use written Expression which conveys appropriate meaning and uses appropriate vocabulary.</p>
<p>E/U boundary performance descriptions</p>	<p>Demonstrate basic knowledge of health and social care sector.</p> <p>Show basic understanding of the purposes of health and social care sector (there may be significant omissions).</p> <p>Demonstrate limited range of work-related skills.</p>	<p>Apply knowledge, understanding and skills with guidance to service-user groups and work-related contexts.</p>	<p>Undertake research into work-related issues, using given techniques.</p> <p>Use limited range of relevant information sources.</p> <p>Use collected information to carry out a straightforward analysis of work-related issues and problems.</p>	<p>Evaluate evidence to draw basic conclusions about relevant work-related issues.</p> <p>Identify strengths and weaknesses of the evidence.</p>	<p>Use written expression which is adequate to convey meaning and may be expressed in a non-specialist way</p>

### 3.8 Grading

Qualifications will be graded on a five-grade scale from A to E where A is the highest grade. Mark bands used for internal assessment do not relate to pre-determined grade boundaries. Following each examination and moderation series, Edexcel will set the grade boundaries for both internally assessed units and the externally assessed units at an awarding meeting.

The raw mark boundaries will be converted to uniform marks on a scale of 0–100. The final grade for the qualification will be determined by aggregating the uniform marks for the units. The following table gives details of the uniform mark scales (UMS) used for the units and for the qualifications.

#### *Unit results*

The minimum uniform marks required for each grade:



Table 10: Health and Social Care A level uniform marks – per unit

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–39.

#### Qualification results

The minimum uniform marks required for each grade:

### Advanced Subsidiary

Table 11: Health and Social Care AS uniform marks

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	240	210	180	150	120

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–119.

### Advanced GCE

Table 12: Health and Social Care A level uniform marks

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	480	420	360	300	240

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–239.

### Advanced Subsidiary (Double Award)

Table 13: Health and Social Care AS Double Award uniform marks

Qualification grade	AA	AB	BB	BC	CC	CD	DD	DE	EE
Maximum uniform mark = 1200	480	450	420	390	360	330	300	270	240

Candidates who do not achieve the standard required for a grade EE will receive a uniform mark in the range 0–239.

### Advanced GCE (Double Award)

Table 14: Health and Social Care A level Double Award uniform marks

Qualification grade	AA	AB	BB	BC	CC	CD	DD	DE	EE
Maximum uniform mark = 1200	960	900	840	780	720	660	600	540	480

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–479.

## 3.9 Quality assurance systems and code of practice

### Examiner recruitment

Examiner recruitment is through national adverts.

Examiners/moderators are graded and invitations for future employment reflect these gradings. Appointment is for one series only. However, the majority of examiners are very experienced and mark each series of examination.



## *Question setting*

Written by Principal Examiner revised through Question Paper Evaluation Committee, as well as someone with responsibility for the qualification from the Board's question paper unit, and pre-standardisation meetings with team leaders.

## *Standardised examining*

Very thorough, with all examiners/moderators in attendance. External papers marked online (EPEN system). Thorough checking throughout.

## *Grade review*

Awarding with all Principal Examiners and Principal Moderators present. Pre-awarding with Chair of Examiners present.



## SECTION 4: THE WORK OF THE EXPERT GROUPS

### 4.1 Prior to the meeting

Prior to this meeting some preliminary work was carried out. Pre-meeting papers were distributed, requiring members of the Group to compare aims, content, study hours, relative size and assessment models of the CACHE Award, Certificate and Diploma in Child Care and Education qualifications and in comparison with the Edexcel GCE A level Health and Social Care. The Group were also asked to align the grading and aligning the grading systems. In addition, group members were asked to undertake a preliminary scoring of the qualifications against the UCAS Tariff domains.

### 4.2 The Expert Group meeting

The Expert Group met for one day on 31 March 2009 to examine and discuss the preparatory work completed by group members. This section contains an account of the deliberations of this meeting.

The opening session provided an opportunity for the Chief Examiner for CACHE and the Chair of Examiners for GCE Health and Social Care to present their qualifications, and for Expert Group members to seek clarification about general issues in relation to the awards.

The presentations and subsequent discussions were important, as it became obvious to the group that comparison of like with like between the two qualifications was not possible in all respects as the focus of the qualifications was quite different. The A level allowed candidates to develop an understanding of all aspects of health and social care, providing them with the tools to identify a pathway after this broad exposure to the health professions. The CACHE programmes on the other hand are designed specifically for those candidates who wanted to work and develop knowledge within the childcare sector.

During this session it was also acknowledged that the CACHE Diploma in Child Care and Education (DCE) had previously been considered under the Tariff process and attracted Tariff points for the separate theory and practical components. However this qualification had undergone significant changes. The changes resulted in the group considering the CACHE Award, Certificate and Diploma as three new qualifications for inclusion within the UCAS Tariff.

The CACHE programmes were developed as 'steps'. A candidate could start the Diploma but 'step off' and achieve either the Award or the Certificate depending upon how many units had been completed. It was reported that the Award is a two unit programme covered within 120 GLH, the Certificate is a five unit programme completed within a recommended 360 guided learning hours and the Diploma is a 12 unit programme consisting of nine mandatory units and three optional units completed within 1,009 GLH. In addition, the Diploma contains 750 required hours of assessed practical experience and the overall programme contains a research task and an examination. The units are not of equal size.



The presentation session highlighted that the GCE A level in Health and Social Care can be taken as a single or double award. The GLH attributed to the single award are 360 and 720 to the double. The single GCE award (A level) comprises six equally-weighted units and the assessment is two thirds portfolio and one third examination. For the purpose of the activities throughout the day the Group was considering the single award.

The group discussed the qualifications and, in brief, highlighted the essential differences and similarities as shown in Table 15.

*Table 15: Similarities and differences of the CACHE qualifications and A level*

	<b>CACHE Award, Certificate and Diploma</b>	<b>GCE A level</b>
Similarities	<ul style="list-style-type: none"> <li>GLH for the Certificate and the A level are the same – 360 hours</li> <li>Retakes are allowed for all programmes</li> <li>The content for all programmes focuses on 0-16 development</li> <li>The development of the skills of evaluation, analysis and synthesis are prevalent through all programmes and assessed within each unit regardless of the qualification</li> <li>Research tasks – focus on understanding research rather than content</li> <li>The demonstration and expression of literature and grammar helps define standards achieved – ie A grade.</li> </ul>	
Differences	Mapped to National Occupational Standards and achievement of 'License to Practice'	Not mapped to National Occupational Standards. No achievement of 'License to Practice'
	No controlled conditions for research	More external assessment and controlled conditions for research
	Structure within placement – requirement to complete 750 hours and includes placement monitoring	Different purpose of placement and is built into the units. It is compulsory that it is done but candidates are not required to evidence competence
	Diploma offers options (but they are centre selected)	Compulsory units
	Focus on early years	Candidates can follow four different pathways (the grade does not indicate a whether a learner has focused on health issues, childcare issues or social care issues and HE would need to ask)
	Profiling indicates that the Diploma students would only take the Diploma. Award and Certificate could be taken alongside other programmes	Taken alongside a range of subjects
	Units range in size	60 hours per unit (standardised)
	Programmes do not contain clearly weighted overarching objectives	Four clearly weighted objectives

### 4.3 Comparison of aims

The group discussed the previously tabulated aims of the programmes. While minor differences were identified by the group, as indicated in the table, these were not perceived as significant in terms of progression to higher education.

*Table 16: Aims, strengths, weakness and utility for progression*

	<b>CACHE (Award, Certificate and Diploma)</b>	<b>GCE A level</b>
Aims	Eight aims (as found on page 7)	Fours aims (as found on page 14)
Strengths	Competence in practice identified in aim five. Links to relevant National	Reflects the diversity of the programme as identified in aim two – broad knowledge



	Occupational Standards and Every Child Matters agenda.  A strength of the Diploma programme was the structure of and variety within the placement.  The externally assessed research project provides good preparation for HE.	development.  Variety of subjects that can be studied alongside the single A level.  Amount of external assessment.
Weaknesses	Limited external assessment.	
Utility for progression	All programmes have utility for progression (ranging from foundation degrees to undergraduate degrees)	

The Group agreed that the aims were broadly comparable, in that both sets aim to prepare candidates for employment and to act as a foundation for further study. The Group felt it was important to note both qualifications were designed to be delivered through work related environments although there was a real strength in the development of competency in the workplace as found within the CACHE qualification.

It was agreed that the aims were suitable for entry to HE programmes with specific relevance to the chosen pathway. It was suggested that the content of all programmes highlighted strong links with foundation degrees and BA Early Childhood studies curricula.

There was some discussion about the difference in assessment approach. The GCE A level and CACHE Certificate and Diploma all used external assessment, although it was less apparent in the CACHE programmes. The Group felt that the range of assessment could be considered to be either a strength or a weakness but would be explored in more detail under the assessment task. The HE representatives did not state a preference for any assessment type over the other for the purpose of progression, and felt at this stage that all components being considered demonstrated some utility for progression onto a programme within HE.

#### 4.4 Determining size – comparison of Guided Learning Hours (GLH)

The group used the allotted QCA Guided Learning Hours to determine a relationship between the programmes based on size. The group noted that the reported guided learning hours attributed to the GCE A level was 360 hours. It was reported that the CACHE Award was 120 GLH (one third of the size of the A level), the Certificate was 360 GLH (the same size as an A level) and finally the Diploma was 1,759 GLH (approximately five times the size of an A level).

The Group acknowledged the difference in GLH for the Diploma against the A level but commented that their opinion was that the Diploma ‘felt’ more like three times the size of the A level. The rationale for this belief was founded on the fact that the 750 hours assigned to the practical element were not assessing any additional learning; rather the practical experience provided the opportunities for candidates to apply the theory they had previously learnt. When removing the 750 practical hours from the equation, the group noted that the 1,009 GLH for the content was approximately three times the size of the A level.

#### 4.5 Estimating relative demand - comparing assessment models

*Use of assessment objectives*





The Group acknowledged that it was difficult to conduct a comparison of the qualifications based upon assessment objectives, as required within the preparatory work, as the CACHE assessment objectives were not available. It was noted in the meeting that while assessment objectives exist for the CACHE programmes they are only available internally to CACHE.

The CACHE examiner confirmed that the CACHE assessment objectives are based on the level descriptors provided from the QCA/ACCA/CCEA 2004, are maintained throughout the qualifications, and indicated the knowledge, understanding and higher skills that the learner must demonstrate in order to achieve the full qualification. Furthermore the CACHE examiner had the CACHE objectives with her so it was possible to conduct the required analysis.

It was reported that both qualifications provide defined assessment objectives for each unit and clear guidance on how to deliver the content in order to meet the assessment objectives. To support this claim, the following tables were provided from the CACHE examiner's preparatory work were provided for the Group's deliberations.

*Table 17: CACHE assessment objectives*

AO	Descriptor
	Candidates will:
AO1	<ul style="list-style-type: none"> <li>Show a basic level of understanding of all learning outcomes</li> <li>Relate known solutions to situations which reflect the learning outcomes</li> <li>Know common terms, specific facts, suitable procedures and basic principles</li> </ul>
AO2	<ul style="list-style-type: none"> <li>Use understanding to apply the knowledge within each learning outcome</li> <li>Apply knowledge and understanding to situations within the learning outcomes</li> <li>Interpret information and relate this appropriately to areas of knowledge</li> <li>Show understanding of the meaning of common terms, specific facts, suitable procedures and basic principles</li> </ul>
AO3	<ul style="list-style-type: none"> <li>Analyse issues and situations to apply the appropriate knowledge and understanding</li> <li>Make reasoned judgements</li> <li>Apply knowledge and understanding to a range of complex situations</li> <li>Show understanding of relevant theories and concepts</li> </ul>
AO4	<ul style="list-style-type: none"> <li>Apply an in-depth understanding to a broad base of knowledge within a defined learning outcome</li> <li>Evaluate well-defined and complex situations and respond using an in-depth understanding</li> <li>Evaluate and apply detailed information</li> <li>Analyse and apply theories and concepts</li> </ul>

*Table 18: Edexcel assessment objective weightings*

GCE assessment objectives		Weighting		
		AS	A2	Double award
A01	Knowledge, understanding and skills	30-40%	10-30%	20-35%
A02	Application of knowledge, understanding and skills	20-30%	20-30%	20-30%
A03	Research and analysis	15-25%	25-35%	20-30%
A04	Evaluation	15-25%	25-35%	20-30%

*Table 19: CACHE assessment objective weightings*

CACHE assessment objectives		Weighting		
		Award	Certificate	Diploma
A01	Knowledge, understanding and skills	40%	30%	15-30%
A02	Application of knowledge, understanding and skills	35%	35%	20-30%



A03	Research and analysis	15%	20%	25-35%
A04	Evaluation	10%	15%	25-35%

The Group noted the small differences in the weighting of the assessment objectives, but felt that on the whole there was a similar distribution when comparing the Diploma and the A level, but there was less emphasis being placed on AO3 and AO4 for the CACHE Certificate and Award qualifications. It was agreed that within both the Edexcel and CACHE qualifications the assessment objectives served the same purpose; to achieve consistency and validity of assessment. The key difference was in the precision required in order to meet the overall aims of the qualifications the CACHE focus is on the application of knowledge and understanding at the Certificate level, with more evaluation and research required at the Diploma level with a greater emphasis on the interface between theoretical and conceptual learning and professional skills

The Edexcel assessment objectives reflected the broader nature of the overall qualification and the Group picked up on the increased emphasis of the weighting of 'evaluation'. It was felt that this could indicate that the A level had more utility for progression than the CACHE Certificate and Award. This point became an important one throughout the day.

The Group agreed that the differences between the weighting of assessment objectives within the CACHE qualification suite reflected the intention of the CACHE qualifications as progressive components. Qualitatively it was noted there was no significant difference between the objectives of the different qualifications, but it was agreed that the difference in weighting was significant, in particular at Award and Certificate level, and could affect their utility for supporting progression to HE. The consequence of this will be reflected in the overall grade/credits achieved which may affect their utility for progression.

### *Assessment models*

The Group was reminded that the A level qualification constituted a one third external assessment and two thirds internal assessment as highlighted within the duration and length of assessment. All internal assessment is based upon portfolio evidence. The GCE A level contains a total of three hours of external assessment, made up as follows:

- Unit 1: Human Growth and Development (AS) – 1.5 hours
- Unit 7: Meeting Individual Needs (A2) – 1.5 hours

The internal assessment portfolio tasks tend to focus on the production of reports:

- Unit 2: Communication and Values (report of an interaction in a relevant work-related context)
- Unit 3: Positive Care Environments (report on how a service-user group access services)
- Unit 8: Promoting Health and Well-being (report on small scale health promotion candidate has undertaken)
- Unit 9: Investigating Disease (report and investigation comparing two diseases)

The CACHE programmes follow a range of assessment models depending upon the programme being certificated. The Award is completed purely through the use of one assessment mode, internally assessed reports of a maximum of 3,500 words per unit. The



Award has two units. Both the Certificate and Diploma use internally assessed reports (five for the Certificate and 11 for the Diploma) and one 1.5 hour short answer test. The Diploma also contains the practical unit where candidates are expected to evidence the development of their professional skills through internally assessed 'evidence records', consisting of Practice Evidence Records, an Evidence Record Diary and Professional Development Profiles.

It was felt that the CACHE internally assessed tasks were well structured and quite prescriptive for students. The GCE assessment tasks for portfolio work are more generic and open ended, allowing candidates to select their own based upon their activity within the health, early years, special needs or older people. In order to achieve this students are required to use higher order thinking skills and in doing so improve their own learning and performance.

The group acknowledged that in terms of assessment models, candidates undertaking the CACHE Award would have limited exposure to formal examinations. Coupled with the fact that the programme does not have any formal entry requirements, it was acknowledged that these candidates might never have sat a formal examination. However this was not seen as a barrier as many non-traditional mature students successfully overcome similar experiences.

When comparing the Certificate and Diploma against the A level, the difference in assessment was considered marginal. The Certificate, Diploma and A level qualifications assessed the candidates' understanding of theory and practice through the application of an appropriate assessment model. The Group acknowledged that the nature of the external assessment and time spent on examinations was different. However, it was agreed that the candidate responses seemed similar and grades included similar responses within given grade boundaries. It was accepted there was more externality in the A level under examination conditions. The Diploma students also complete an externally assessed research project but this is completed independently so issues were raised relating to 'is this the students own work?'

#### **4.6 Estimating relative demand – comparing assessment requirements**

This task required the group to focus on estimating the relative demand of the qualifications by comparing examination requirements such as question papers and the portfolio mark schemes.

##### *Examination papers*

It was agreed that the examination papers were compiled differently but the assessment of theory and application in a practical setting was present in both sets of examination papers. The verbs 'explain, describe and identify' were evident in both sets of examination papers and consequently the demand within the papers was similar between the CACHE Certificate and Diploma against the GCE A level.

Again the issue of evaluative skills was raised. It was recognised that a large part of the assessment of all of the qualifications was through portfolio work. The CACHE qualification has a wide range of tasks to complete which are prescribed in each unit. The GCE allows the



student a wider choice in how they respond to the assessment tasks. It was felt that this approach provided strong preparation for HE, as it meant that candidates were not being 'spoon fed'. It was felt that while the headings in the portfolio work do not explicitly refer to evaluation, candidates would still be evidencing this skill although it could be difficult for the teacher to assess objectives, making it difficult to moderate. There was concern amongst the HE representatives that evaluation skills were not being assessed explicitly within the Certificate and Diploma. Following discussion, it was accepted that CACHE qualifications included a lot of reflection which implicitly required the students to reflect.

It was suggested that the extensive portfolio work could be seen as a strength and a weakness, as little weighting was given within the mark schemes to correct grammar and punctuation.

### *Mark schemes*

The GCE A level has a clear set of performance descriptors linked to the assessment objectives to describe the outcomes expected of a candidate at the A/B and E/U boundaries (see page 17). The CACHE qualifications have learning outcomes and assessment criteria specific to each unit, and marks are awarded using a compensatory marking grid indicating the level of work required to achieve a mark.

The tutor guidance indicates that CACHE uses two systems of marking:

- criterion marking – where the marker makes a decision on whether the learner has met the criteria or not and records a YES or NO
- compensatory marking – where you have a range of marks to award for the work submitted for each criterion and more marks are available for the higher grades. The simplest way of explaining compensatory marking is to say that low marks for a response to one criterion can be counter-balanced by higher marks awarded to a response to another criterion. For example, if a learner at Level 3 achieves only 1 mark for criterion E1 this low mark can be compensated by gaining 6 marks for criterion D2. This allows learners to spread their marks across the whole assignment and be rewarded for their range of knowledge and their ability to apply their knowledge in different ways throughout the assignment task.

The relevance of the compensatory marking grid was discussed. The grid provides some descriptions to provide guidelines when awarding marks. The documentation states that the descriptions should be applied to the requirements of the grading criteria. Final grades are determined by the total mark achieved. It may be possible, therefore, for a candidate to achieve an E grade even though all criteria have not been attempted or awarded marks.

One Group member said:

'Cache seems to be a hurdle approach so you have to pick up everything up from the grading assignment criteria. You can go through the whole CACHE without evaluating; analysing, reflecting, but you can't do this with A level.'



It was agreed to explore the marking scheme through the investigation of candidate evidence.

In summary, the consideration of the demand of each of the qualifications through this analysis of the assessment did not indicate substantial differences in the demand placed on candidates in the style of the respective examination papers and portfolio research work. Both styles of assessment include a mixture of data response questions and pieces of extended writing. The demand expected within these modes of assessment was considered to be at a standard appropriate for progression onto a higher education programme. At this stage, finding comparability between the grading structures did appear to pose a problem.

#### **4.7 Estimating relative demand - comparison of candidate work**

The group reviewed a sample of candidate evidence to assess whether the alignment of demand as found in the assessment followed through into the grading of candidates. The Group were tasked with comparing graded candidates from across the qualifications and the examiners were asked to confirm whether the level of work produced at each grade was of comparable standard to the same grade within their own qualification.

For the A level, the Group considered the completed examination papers for Unit 7 (an A2 unit from the double award) and some Unit 9 research reports. For the CACHE programmes a sample of completed short examinations papers for the CACHE Certificate and Diploma were received as well as examples of the research task. The Group then considered similar graded work and compared what was expected from the candidates at the different levels.

During the analysis, the Group agreed that the standard of work provided for the different grades indicated that the expectation of candidate performance were comparable. It was noted that both qualifications allowed re-takes (as does HE) and so this did not create a problem.

#### **4.8 Aligning the grades**

The Group found this part of the process very difficult. The CACHE specifications do not contain grade descriptors in the same way as those produced for the A level programme but learning outcomes for each unit and descriptors for the learning outcomes. For this task the Group considered a combination of the individual CACHE unit grade descriptors and the compensatory marking schemes, against the A level grade descriptors, in order to assess whether the definitions allowed a comparison to be made between the grades.

It was initially felt that the CACHE programmes were graded similarly to the A level, but due to the compensatory marking grid, it looked as though a candidate would need to demonstrate skills of evaluation and analysis in order to achieve a higher grade as these skills are attached to grades C and above. The use of the compensatory marking grid could indicate that a higher level grade is achieved but something has been missed at a lower level. For example marks are given for each criteria on 0-5 scale, these are then added together and the total score is mapped against the grade boundaries. The boundary for the grade A is 80-95 marks out of 100, the boundary for the grade E is 35-49 marks out of 100.



It was reported that for a candidate to achieve a Grade A for the CACHE Award/Certificate/Diploma they would be expected to demonstrate (through placement evidence, diaries and assessment tasks) breadth and depth of knowledge of the child care and education sector, including detailed knowledge of theoretical perspectives and how these can be applied in the workplace. The higher band marks within the CACHE suite, which require students to analyse, evaluate and reflect, were considered more effective preparation for higher education.

The GCE Health and Social Care descriptors were more generic and linked to the assessment objectives, but it was agreed that like the CACHE candidates the grade A GCE A level candidate would be demonstrating a depth of understanding and a range of relevant work-related skills in a variety of situations. It was acknowledged that the programme also operated a compensatory grading structure known as mark bands. The following quote was found within the A level specification (page 164).

'Each of the internally assessed units has an assessment criteria grid, divided into three broad mark bands, showing how to award marks in relation to the task and the Assessment Objectives. Within each assessment criterion, it is a general principle that shortcomings in some aspects of the assessment requirements may be balanced by better performance in others. However, it is also important to note that for full marks in any particular assessment criterion, all the requirements should have been met.'

In comparing the documentation the Group agreed that the expectations of candidate performance described in the GCE A level grade E and CACHE grade E were also very similar. For example, both required to demonstrate only a basic level of knowledge and understanding with some ability to make judgements and draw conclusions.

The Group agreed that when they unpacked the marking structures in this way the grading structures aligned and the grade A in the GCE programme aligned to the grade A in the CACHE programmes. Likewise the grade E in the GCE programme aligned to the grade E in the CACHE programmes.

#### **4.9 Domain scoring**

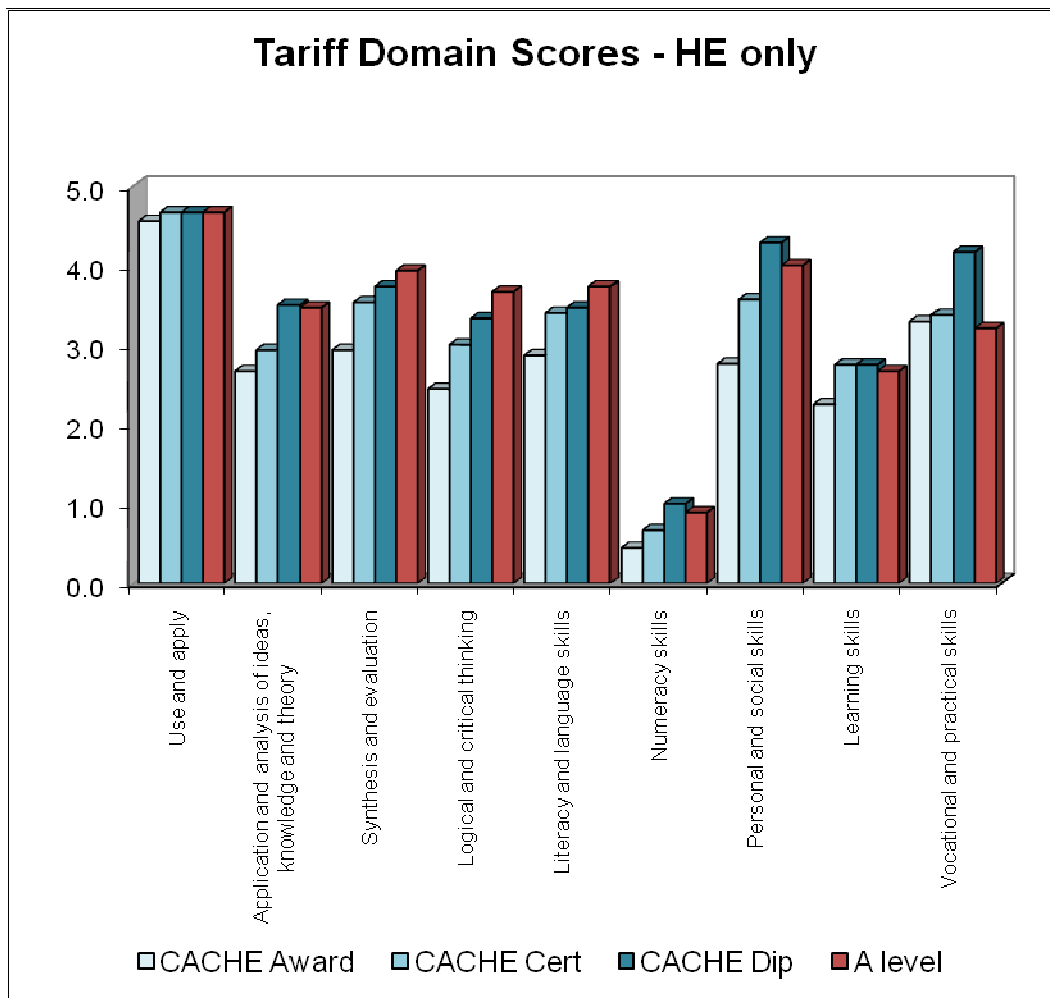
The Group discussed the results of the domain scoring process, undertaken as part of the preparatory work by the HE representatives. Initially the group agreed that the results of the scoring process were an appropriate reflection of the utility of the different qualifications for supporting progression to HE. At this initial stage the scores for the CACHE Diploma did not align with the A level in the domain 'application and analysis of ideas, knowledge and theory' but point was raised that in order for the CACHE Diploma scores within this domain to reflect the opportunities within the qualifications to develop the different skills sets, the scores should be comparable with the score given to the A level. After subsequent discussion and a revised judgement it was agreed that this was correct, and the score given to the Diploma in this domain should be in line with the A level.



Table 20: Tariff domain scores - HE representatives only

	CACHE Award	CACHE Certificate	CACHE Diploma	A level
Use and apply	4.6	4.7	4.7	4.7
Application and analysis of ideas, knowledge and theory	2.7	2.9	3.5	3.5
Synthesis and evaluation	2.9	3.5	3.7	3.9
Logical and critical thinking	2.4	3.0	3.3	3.7
Literacy and language skills	2.9	3.4	3.5	3.7
Numeracy skills	0.4	0.7	1.0	0.9
Personal and social skills	2.8	3.6	4.3	4.0
Learning skills	2.3	2.8	2.8	2.7
Vocational and practical skills	3.3	3.4	4.2	3.2
<b>TOTAL SCORE</b>	<b>24.2</b>	<b>27.9</b>	<b>30.9</b>	<b>30.2</b>

Figure 1: Tariff domain scores – HE only



The Group was still not entirely happy with this outcome and were shown the results to include the scores provided by the examiners. It was felt that the grid and Manhattan diagram



that included the examiners' results more appropriately reflected the staged relationship between Award, Certificate and Diploma. This was considered more appropriate because it reflected the increased opportunities arising from the fact that the Certificate and Diploma were larger qualifications.

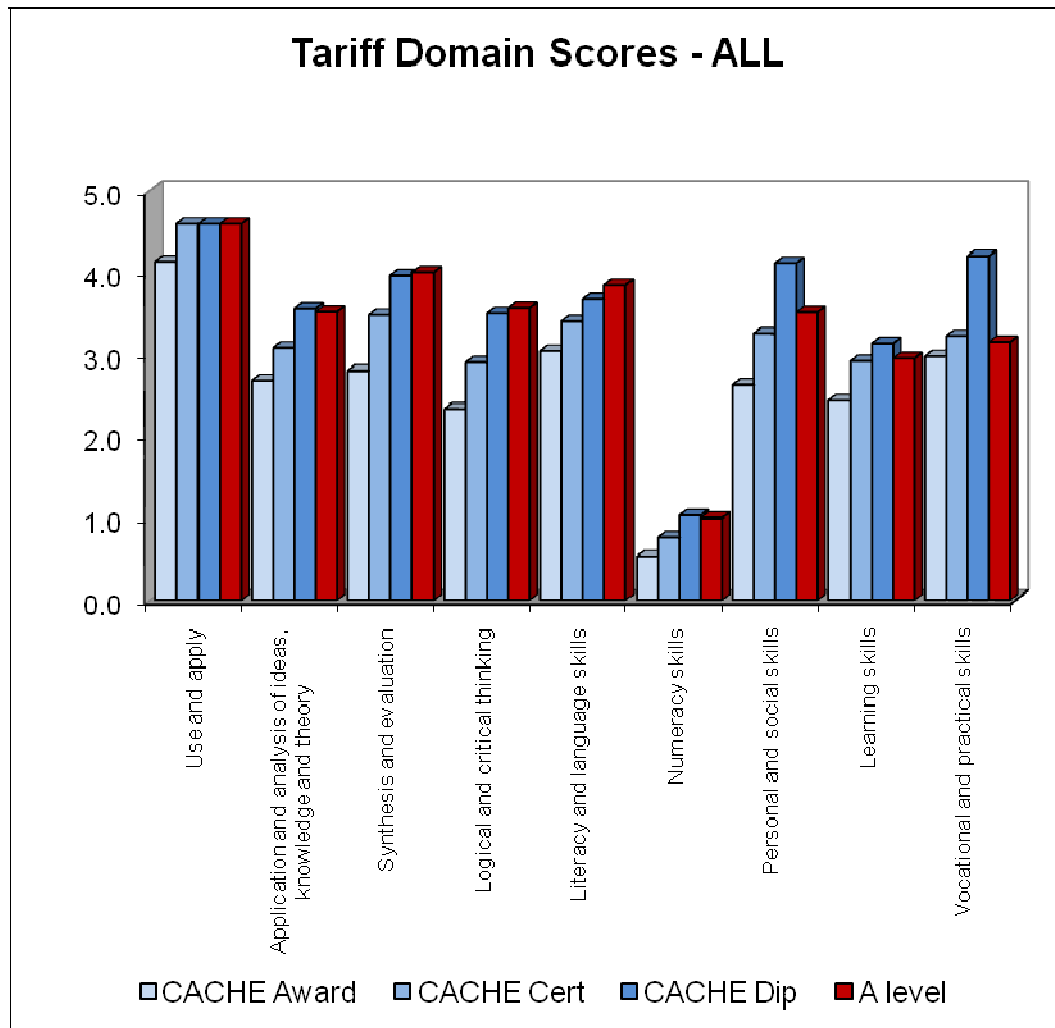
*Table 21: Tariff domain scores – all representatives*

	<b>CACHE Award</b>	<b>CACHE Certificate</b>	<b>CACHE Diploma</b>	<b>A level</b>
Use and apply	4.1	4.6	4.6	4.6
Application and analysis of ideas, knowledge and theory	2.7	3.1	3.6	3.5
Synthesis and evaluation	2.8	3.5	4.0	4.0
Logical and critical thinking	2.3	2.9	3.5	3.6
Literacy and language skills	3.0	3.4	3.7	3.8
Numeracy skills	0.5	0.8	1.0	1.0
Personal and social skills	2.6	3.3	4.1	3.5
Learning skills	2.4	2.9	3.1	3.0
Vocational and practical skills	3.0	3.2	4.2	3.2
<b>TOTAL SCORE</b>	<b>23.6</b>	<b>27.6</b>	<b>31.8</b>	<b>30.1</b>
Proportion of A level scores	78%	92%	106%	100%





Figure 2: Tariff domain scores – all representatives



The Group agreed that the ‘shape and feel’ of the Manhattan diagram appropriately reflected their interpretation of the qualifications. All qualifications scored highly on section 1: Use and apply as this was a fundamental aspect of the qualifications. It was agreed that it was appropriate for the diploma to receive the highest score for section 7: personal and social skills and section 9: vocational and practical skills due to the extensive practical element of the course. The low scores for section 6: numeracy skills, reflected earlier discussions about the absence of these skills from the entry requirements for the course.

#### 4.10 Recommended allocation of UCAS Tariff points

The Group summarised the process undertaken and noted that the qualifications shared similarities in the purpose, demand and assessment although there were differences in aims, GLH and skills development.



**The Group also considered the following post meeting recommendation:**

This summary proved useful in deriving a basic recommendation for the Tariff points against the CACHE programmes. It was acknowledged that, if the size of the Award was one third the size of an A level, the Certificate was the same size as an A level and the Diploma was three times the size of the A level, then the Tariff recommendations that could be presented for consideration were:

Award	Certificate	Diploma
A - 40	A – 120	A – 360
B - 33	B – 100	B – 300
C - 27	C – 80	C – 240
D - 20	D – 60	D – 180
E - 13	E - 40	E - 120

It was agreed that, in the crudest sense, the similarities of demand when coupled with the difference in the opportunities for skills developments (as determined by the domain scoring process) posed a problem.

Taken that all discussions relating to demand, assessment types, aims and assessment objectives implied that the qualifications were comparable, the differences as highlighted through the comparison of size (as determined by GLH) and domain scoring process becomes very important. According to the GLH analysis the CACHE Award was taken as one third the size of an A level. Using the total Domain Score (out of 45) provided by the mean values from the returned domain scoring process from all participants, it indicated that the total score given against the opportunities for developing skills within the Award was 23.6. This figure was 52% of the score that could have been received, but represented 78% of the total score given to the A level as evidenced in the grid below.

	CACHE Award	CACHE Certificate	CACHE Diploma	A level
Use and apply	4.1	4.6	4.6	4.6
Application and analysis of ideas, knowledge and theory	2.7	3.1	3.6	3.5
Synthesis and evaluation	2.8	3.5	4.0	4.0
Logical and critical thinking	2.3	2.9	3.5	3.6
Literacy and language skills	3.0	3.4	3.7	3.8
Numeracy skills	0.5	0.8	1.0	1.0
Personal and social skills	2.6	3.3	4.1	3.5
Learning skills	2.4	2.9	3.1	3.0
Vocational and practical skills	3.0	3.2	4.2	3.2
<b>TOTAL SCORE</b>	<b>23.6</b>	<b>27.6</b>	<b>31.8</b>	<b>30.1</b>
<b>Proportion of A level scores</b>	<b>78%</b>	<b>92%</b>	<b>106%</b>	<b>100%</b>



# UCAS Tariff Expert Group Report

It would suggest that the following calculation could be used to recommend Tariff scores for the A grade within the Award:

$$120 / 3 = 40$$

$$40 \times 0.78 = 31$$

Applying the same principles (but using skills weighting as 92% for the Certificate and 106% for the Diploma) the proposals for Tariff Scores could be:

Award	Certificate	Diploma
A - 31	A - 110	A - 382
B - 26	B - 92	B - 318
C - 21	C - 74	C - 254
D - 16	D - 55	D - 191
E - 10	E - 37	E - 127

Further discussions with the Group indicated that whilst they agreed with the algorithm they could not support the recommendations to increase the Tariff value from the values currently assigned to the CACHE Diploma. It was therefore suggested that the values ascribed to the Diploma be preserved and the values assigned to the Certificate and the Award be cleansed. The agreed recommendations are:

Award	Certificate	Diploma
A - 30	A - 110	A - 360
B - 25	B - 90	B - 300
C - 20	C - 70	C - 240
D - 15	D - 55	D - 180
E - 10	E - 35	E - 120



**APPENDIX 1 BIOGRAPHIES OF THE EXPERT GROUP MEMBERS**

**UCAS COMPARABILITY STUDY**

**Outline Biography of Expert Group Member**

Name: **Andy Ashton**

Current Position: Chair of Examiners for GCSE and GCE Health and Social Care.

Organisation: Edexcel

Qualifications: BA (Hons) Economics and Social Science - Manchester University  
NPQH

**Brief Biography**

**Responsibilities:**

I fill two roles relevant to this work.

I currently act for Edexcel as Chair of Examiners for Health and Social Care at both GCE and GCSE level. I participated as part of a team writing the current GCE Health and Social Care specifications for Edexcel.

As Assistant Vice Principal at Trinity Academy, I manage the vocational education programmes at leadership level and take responsibility for curriculum and standards 14-19.

**Career Development**

I have worked in a number of institutions filling a range of roles from classroom teacher, Head of Department, Deputy Headteacher to my current role as Assistant Vice Principal to one of the most successful academies in the UK.

I have worked for Edexcel for over ten years in a range of roles.

**Relevant research**

I am currently working with Heinemann in publishing a text and teacher resource pack for the new GCSE Health and Social Care for the new specifications to be introduced in September 2009.

I have taken part in comparability studies before between the awarding bodies for GCE Health and Social Care.



## UCAS COMPARABILITY STUDY

### Outline Biography of Expert Group Member

Name: **Ann Brooks**

Current Position: Chief Examiner

Organisation: CACHE

Qualifications: B.Ed

#### **Brief Biography**

1966 - 1996

Experience as a nursery and infant teacher and Head Teacher in three LEAs

Extended experience (22 years) as LEA Inspector Early Years and Primary Education combined with

Chief Examiner CACHE from 1983.

1996 - 2001

Chief Examiner CACHE combined with

OfSTED Inspector Early Years and Primary Education (Rg I)

OfSTED Registered Nursery Inspector (Rg NI)

2001 - 2006

CACHE - External Examiner - all qualifications

New qualifications development

Assessment development

2006- 2007

Acting Chief Examiner CACHE

2007

Interim Assessment Manager CACHE

2008 2009

Chief Examiner CACHE

A wide range of other professional involvement including delivery of professional development and training, collaborative work with the Primary National Strategy Team and consultancy work in the early years sector.



## UCAS COMPARABILITY STUDY

### Outline Biography of Expert Group Member

Name: **Danielle Carey**

Current Position: Dean of School of Childhood and Education

Organisation: University College Birmingham

Qualifications: MA Early Years Education

#### **Brief Biography**

During my twenty years career of working in the early years sector I have worked in a variety of early years settings, including: residential special school, a family centre, nursery school and a primary school.

In 1997 I decided I would like to become involved with the training of people wanting to work in the early years sector and I became a lecturer in early years education. I have worked at the college for the past ten years and have been co-ordinating early years and health programmes for the past six years. I teach on a variety of programmes from Further Education level 3 to Masters level.

I am interested in the children's workforce reform and have carried out research related to this subject. I recently presented a paper on strategies used in Birmingham to improve the representation of people from ethnic minority groups within the early years workforce at a national conference. I am currently involved in a research project which aims to identify barriers to accessing foundation degrees for people working in the private, independent and voluntary sector. I am currently completing an Education Doctorate at Sheffield University.



## UCAS COMPARABILITY STUDY

### Outline Biography of Expert Group Member

Name: **Denise Corfield**

Current Position: Early Years Programme Leader (Foundation Degree)

Organisation: Edge Hill University

Qualifications: BA(Hons) Early Years Education

#### Brief Biography

As Programme Leader I am responsible for the co-ordination, management and academic leadership of the Foundation Degree in Early Year Programme across all three pathways, Leadership, Education and Practice. I ensure academic and professional standards are maintained in line with Faculty Quality Management and Assurance policies. I am a member of the strategic Early Years management team and work closely with the Early Years Project Manager who has overall responsibility for the Early Years Professional Status (EYPS) programme.

My career development has been through ten years experience working in the voluntary sector developing and leading a pre-school setting. In 2001 I then went on to work in the Local Authority Early Years Education and Childcare Team as a Quality Development Officer and then as a Senior Early Years and Childcare Workforce Development Officer. My main responsibility in this role was to lead the development of the Children's Workforce Strategy for Early Years in Shropshire.

In January 2007 I was seconded to Edge Hill University as EYPS Co-ordinator for the West Midlands. In August 2007 I was appointed to my current role as Early Years Programme Leader (Foundation Degree).

#### Research

BA (Hons) Dissertation title – Quality in Early Years – undertaking a quality assurance scheme: the practitioner's perspective - completed August 2003

Member of Early Years Research Nurture Group, Edge Hill University (2008)

Research Interest: Career pathways and transformation of the Early Years workforce

Presented at two conferences:

Shropshire Early Years Conference (2005)- What is Quality in Early Years?  
Shropshire CPD Conference (2009) - Adult Learning Stories



## UCAS COMPARABILITY STUDY

### Outline Biography of Expert Group Member

Name: **Dr Richard C Dorrance**

Current Position: Chief Executive

Organisation: CACHE

Qualifications: BSc (2.1 Hons), PhD, FRSC

#### Brief Biography

1989-91 Assistant Chief Executive at the National Curriculum Council (NCC), which was a Non-Departmental Public Body reporting directly to the Secretary of State for Education with the purpose of devising and introducing England's first national curriculum.

1991-93 Deputy Chief Executive (Acting Chief Executive from August 1991 to February 1992) at the School Examinations and Assessment Council (SEAC). SEAC was a Non-Departmental Public Body reporting directly to the Secretary of State for Education with the purposes of monitoring and controlling the quality of all school examinations, and of writing standardised national tests for children aged 7, 11 and 14.

1994- Chief Executive and Company Secretary of the Council for Awards in Children's Care and Education, (CACHE). In 1998 I organised a successful bid to Government for CACHE to be allowed to set up the Early Years National Training Organisation, (EYNTO). I was the Chief Executive of the EYNTO from 1998 to 2005 when the Government replaced NTOs with Sector Skills Councils.

Recently I have been a member of:

- DfES Board for the Sector Endorsed Early Years Foundation Degree (2001-5)
- West Herts FE College Board of Governors (1997- 2000)
- The Steering Group for the Centre for Vocational Education at the OU (2002- )
- Vice Chair of the Steering Group at Middlesex University for the Early Years Professional Status (2005- )





## UCAS COMPARABILITY STUDY

### Outline Biography of Expert Group Member

Name: **John Slater**

Current Position: Director of Student Recruitment

Organisation: Canterbury Christ Church University

Qualifications:

#### **Brief Biography**

The department I lead is responsible for consistently achieving the student recruitment target numbers set by the University's Senior Management Team. With over 15,000 applications a year, I am responsible for University activity that generates enquiries and deals with applications up to the point of enrolment.

I was Chair of the Standing Conference of Principals Admissions and Recruitment Group from 2003 until 2005. During this time I was also a member of a UCAS working group looking at developments within Postgraduate Education. I am currently a member of the UCAS Tariff Review Group and I attend meetings of the Admissions Practitioners Group. I am a member of the South East Region OCN Access Quality Committee.



## UCAS COMPARABILITY STUDY

### Outline Biography of Expert Group Member

Name: **Wendy Taylor**

Current Position: Chief Examiner

Organisation: CACHE

Qualifications: BEd

#### **Brief Biography**

.September 2007 to present  
Chief Examiner for Children's Services

Overall responsibility for a number of specific qualifications e.g. Levels 2 and 3 Award/Certificate/Diploma in Child Care and Education and the L3 Certificate in Early Years Foundation Stage Practice.

Management of the development, planning and delivery of the assessment in line with regulatory requirements and the CACHE assessment strategy.

Monitoring and management of teams of self-employed examiners and the development of relationships with new and existing customers

Ensuring reliability, validity and consistency of external and internal assessments within level and year on year.

Previous job roles:

CACHE Services Development Manager

Teaching and Learning Leader - FE college

Programme Manager for the Foundation Degree in Early Childhood Studies

Tutor for Child Care courses - Levels 1 to 4/5

Subject Learning Coach

Herts. Quality Standards Assessor

Primary teacher

Playgroup leader

Author

External Adviser for the Effective Early Learning Project (Worcester)



## APPENDIX 2 THE EVIDENCE CONSIDERED

### **CACHE Award/Certificate/Diploma**

- Course Handbook
- Specimen Papers - Research Task
- Research Task Marking Instructions
- Specimen Papers - Short Answer Papers
- Short Answer Paper 1 – Marking Instructions
- Assessment Guide
- Tutor Guidance

### **Edexcel A level Health and Social Care**

- Specification
- Specimen Papers with Mark Schemes
- Further guidance on internal assessment for Unit 8
- Further guidance on internal assessment for Unit 9
- Examiners' Report Summer 2008

