



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Adult Nursing Team

Assignment 2 - Practical assessment - Pass

Guide standard exemplification materials

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Guide standard exemplification materials

Supporting the Adult Nursing Team

Assignment 2

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Introduction

The material within this document relates to the Supporting the Adult Nursing Team occupational specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a pass or distinction grade.

The examiner commentary is provided to detail the judgements that examiners will undertake when examining the student work. This is not intended to replace the information within the qualification specification and providers must refer to this for the content.

In assignment 2, the student must demonstrate practical skills that are vitally important for any future role in the healthcare sector and must work in ways that are typical to the workplace.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

Practical activity scenario 1

This practical activity scenario requires you to:

OPA1: move and/or position the individual for treatment or to complete clinical skills, using the appropriate moving and handling aids

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station.

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 20 minutes.

Brief

An individual has oesophageal cancer and has had their last course of chemotherapy. Due to their condition and treatment, they have limited communication and mobility. They have requested to sit in their chair today, as they are currently lying in bed.

Task

Assess and assist the individual using the appropriate moving and handling equipment and techniques, from the bed to the chair. You have been given their moving and handling risk assessment form (item A).

Document this in the individual's daily care log (item B).

Student evidence

The student washes their hands before approaching the service user.

The student begins by explaining to the service user that they are responding to their request to sit in a chair today. The student waits for a verbal response from the service user to make sure they are happy for them to assist. The service user is happy for the student to carry on, so they go and collect the equipment they need. The student has chosen a slide sheet, a transfer belt and a cushion. I observe the student read the care plan prior to moving the individual.

Before the student begins to assist the individual, they clean the equipment and check everything over to make sure it is safe and fit for purpose.

The student checks the position of the chair in preparation for a safe transfer.

Before starting to move the individual, the student explains what they are going to do, this is a good process to observe and will prepare the individual. The student washes their hands again and puts on their PPE including apron, mask, goggles, and gloves.

The student begins with pulling the privacy curtain and I observe the student check to make sure the service user is dressed appropriately for getting out of their bed. The student then elevates the bed and back rest, and positions the slide sheet, so that the individual can shuffle their body weight on to it. The student then counts to 3 and assists the patient to sit up and then secures the transfer belt -around their waist, the student makes sure that the grab handles are in the appropriate position then I observe them check the individual's shoes are on securely. The student makes sure they are comfy. The student then moves so that they are in a good position to support the individual and guide them in the right direction. The student then takes hold of the grab handle on the left and takes hold of the individual's right hand and tells them that on the count of 3 they will stand up with their support. The student helps to manoeuvre the individual forward then up. Then once standing steadily the student asks the individual to take small steps one foot in front of the other and guides them towards the chair. The student asks the individual to use their free hand to feel for the chair handle and to let them know when they could feel the chair behind their legs. Once the service user was in position, the student guided them gently into the chair.

The student then removed all of their PPE, gloves, apron, goggles and facemask, washed their hands and recorded the move to a chair in the daily care log.

Date	Time	Action taken
xxxx	xxxx	<p>The individual requested and consented to sitting in a chair. She was assisted to transfer to a chair from her bed using equipment, as per recommendation, in the care plan to include, slide sheet, transfer belt.</p> <p>The movement was performed in accordance with procedures and protocols and the individual was comfortable at all times, and she was able to maintain her balance and was seated safely in a chair whilst maintaining the correct posture.</p>

Practical activity scenario 2

This practical activity scenario requires you to:

OPA6: check skin integrity using appropriate assessment documentation and inform others

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station.

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 20 minutes.

Brief

A 72 year old, average weight female has been admitted to hospital due to a fractured neck of femur on the left-hand side.

Although she is recovering well, due to a lack of mobility she is at increased risk of developing a pressure ulcer.

It is day 4 post-operative, and the individual's urethral catheter has been removed. The individual's skin condition requires assessment. There are some potential areas of redness (discoloured skin) including the area around the hip and the incision wound.

Task

Identify the skin integrity process using the body map (item C) and an adapted Waterlow tool (item D) to recognise and document areas currently at risk from pressure damage injury.

Identify ways to aid recovery and improve skin integrity.

Student evidence

See attached word document for pass and distinction body map (item C)

See attached word document for pass and distinction Waterlow score (item D)

Before the student starts to assess the area of redness for risk of pressure sores developing, they gained consent from the individual.

The student washes their hands and puts on PPE including apron, mask, goggles, and gloves.

The student positions the individual to carry out their checks, I observe them pay attention to all the bony prominences including the incision wound.

I observe the student record their findings on the body map (item C) and Waterlow tool (item D).

The student decides to use a pressure cushion or mattress to protect the surface of the individual's skin.

Using a positional change chart, I observe the student record all positional changes, providing opportunities for mobilisation of the individual to prevent pressure sores forming or getting worse.

The student informs the individual that they are going to apply a skin emollient and in addition to this, they will also make sure that they eat and drink well as this can also help the skin to heal.

I observe the student record an outline of what has been discussed and put in place today in the care plan.

Practical activity scenario 3

This practical activity scenario requires you to:

OPA4: demonstrate the ability to carry out clinical skills for individuals, including clinical assessments and report on findings

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station.

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, 15 minutes.

Brief

An individual has been admitted to the medical ward after suffering intermittent non-specific abdominal pain. The doctor has asked you to collect a mid-stream urine sample (MSU) and perform a routine urinalysis.

Task

Collect the urine sample following infection prevention and control procedures and perform urinalysis as requested by the doctor.

Use the next page as the individuals notes to record your findings.

Student evidence

I observe the student following procedure by asking for the individuals consent before collecting the equipment they need.

The student explains to the individual that they need to collect a sample of their urine in a container and that it must not be the first or last part of the urine that comes out.

The patient will provide a specimen (simulated).

Whilst the individual is collecting their sample, the student puts on their PPE including apron, single use nonsterile gloves, goggles and mask following local policy.

The individual returns with their urine sample, the student uses the non-touch technique so that the sample does not become contaminated. The student spills some of the urine on the unit top, using disinfectant they clean it up straightaway.

Using urine dipsticks, I observe the student perform the test and identify the results (these show an abnormal result and there is glucose in the urine).

The test is now complete, so the student removes their PPE taking off their gloves, apron, goggles, and mask which they then put into the clinical waste box and wash their hands thoroughly. -I observe the student label the specimen fully and correctly and ensures that it is placed in an appropriately sealed package. The student then disposes of the waste and cleans the area they have been working in, washing their hands afterwards.

Everything has been completed now so the student tells the individual that when the results have been returned, they will be looked at by a doctor and to expect a phone call.

Lastly, I observe the student recording the urinalysis result in the patient's electronic records including the name, unique identifier of individual and date, time of sample, the results obtained.

Practical activity scenario 4

This practical activity scenario requires you to:

OPA10: support or enable individuals to maintain good nutrition by promoting current healthy nutrition and hydration initiatives to support individuals to make healthy choices, recording details using food and drink charts and nutritional plans and involving carers, where appropriate

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station.

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 20 minutes.

Brief

An individual has been struggling to look after themselves at home. They have been admitted to hospital following concerns from family that they have not been eating very well and have recently lost 6kg.

Task

Use the information in the nutrition assessment document (item E) and the BMI and weight loss scoring chart (item F) to assess the individual's risk of malnutrition and discuss adequate nutrition and hydration needs with the individual using the Eatwell guide (item G).

Student evidence

To begin with the student gains the individual's consent prior to carrying out any risk assessments, the student demonstrates verbal skills by talking to the individual to calm and reassure them, they keep a relaxed body language.

The student tells the individual that they will be taking measurements today. The student identifies the appropriate measurements to be taken with the tool, the student measures the individual's height and weight, to calculate the BMI correctly.

The student puts on their PPE before they start and checks that the equipment is clean and fit for purpose.

The student demonstrates the MUST assessment and records the following measurements:

Height = 163cm

Weight = 54kg

Weight loss (unplanned) = 6kg

$6/54 = 0.11 \times 100 = 11.11\%$ weight loss

Body mass index = 21 (normal range) - score = 0

Unplanned weight loss score = 2

Establish an acute disease effect score assumed it to be = 0

Total MUST score = 2

The student records the measurements and assessments they have carried out. The student has recorded the risk as being high, they begin to talk to the individual about their food preferences. The student uses the Eatwell guide for support.

Using the Eatwell guide the student explains nutritional requirements in a general way trying to keep the conversation casual. The student explains that wholegrain is better for fibre content and the individual should have dairy each day. The student explains that lower fat is better for them and that they should have some protein each day, such as meat, fish, or pulses.

I observe the student recording what they have discussed with the individual including the date, time, the individual's name and unique identifier.

Finally, before the student finishes, they remove their PPE - gloves, apron, goggles, and mask, and leave the area clean for next appointment, they wash hands appropriately and effectively.

Examiner commentary

The student has demonstrated an adequate knowledge of adult nursing to be able to carry out basic tasks and reviews. Their communication was reasonably effective, with areas for improvement, particularly in relation to detail and content. This is evident within the role plays where the student was able to find out information about the individual although this was not always optimally person-centred. The student demonstrated awareness of the need for PPE and this was used in each task, although this was used without active choice or discrimination. The student demonstrated adequate understanding of the potential impact of adult nursing on patient care and outcomes. This was evident in the role plays, moving and handling an individual, assessment of skin integrity including prevention, carrying out clinical skills, and supporting/promoting good nutrition. Role plays demonstrated an acceptable level of competency, with areas for improvement relating to attention to detail and individualised care. The student did not always paraphrase answers to check they had heard the answers accurately. The student followed the instructions correctly and understood the scenarios but did not expand or give explanations in the role play. The student interacted in the role play to an acceptable degree, with room for improvement in the context of a polished approach to patient interaction and care delivery.

Grade descriptors

The performance outcomes form the basis of the overall grading descriptors for pass and distinction grades.

These grading descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications, the threshold competence requirements of the role and have been validated with employers within the sector to describe achievement appropriate to the role.

Grade	Demonstration of attainment
Pass	<p>A pass grade student can:</p> <ul style="list-style-type: none"> • communicate the relationship between person-centred care and health and safety requirements in healthcare delivery by: <ul style="list-style-type: none"> ○ demonstrating working in a person-centred way, taking relevant and sufficient precautions to protect the safety and physical and mental wellbeing of individuals ○ recognising and responding to relevant healthcare principles when implementing duty of care and candour, including the demonstrating sufficient knowledge of safeguarding individuals and maintaining confidentiality ○ following standards, codes of conduct and health and safety requirements/legislation to maintain a sufficiently safe working environment ○ demonstrating use of an adequate range of techniques, equipment and resources safely to promote sufficient levels of cleanliness and decontamination required for satisfactory infection prevention and control • communicate knowledge of national and local structures, definitions of clinical interventions, the scope and limitations of their healthcare role within it, by: <ul style="list-style-type: none"> ○ adequately following current best practice and codes of conduct across relevant boundaries, relevant to assisting with scenario specific, clinical and therapeutic interventions ○ working adequately as part of a team to assist registered health professionals with delegated tasks and interventions, supporting individuals to meet their care and needs to a satisfactory standard, including maintaining individual's privacy and dignity and communicating effectively, contributing to handovers, seeking help, advice and information, and responding sufficiently to service users views to maintain effective provision of services ○ gathering sufficient evidence, contributing to, following and recording information in care plans/records relevant to tasks and interventions, structuring these sufficiently to allow understanding in line with local and national legislation and policies, preserving individuals' rights ○ maintaining a record of professional development with evidence of using feedback to develop knowledge, skills, values and behaviours consistent with sufficient ability to reflect on practice and thereby improve performance adequately • communicate sufficiently reliable levels of knowledge of the physiological states that are commonly measured by healthcare support workers including why, when and what equipment/techniques are used by: <ul style="list-style-type: none"> ○ working as part of a team to use relevant equipment effectively and safely and following correct

Grade	Demonstration of attainment
	<p>monitoring processes</p> <ul style="list-style-type: none"> ○ calculating scores, reporting and differentiation of normal and abnormal results to the relevant registered professional ○ applying knowledge of policy and good practice techniques when undertaking all physiological measurements, checking when uncertain and consistent with instructions and guidance
Distinction	<p>A distinction grade student can:</p> <ul style="list-style-type: none"> ● communicate adeptly the relationship between person-centred care and health and safety requirements in healthcare delivery by: <ul style="list-style-type: none"> ○ demonstrating flexible and constructive person-centred care, taking appropriate precautions reliably, making sound decisions to protect the safety and physical and mental wellbeing of individuals ○ alertness and responsiveness to relevant healthcare principles when implementing duty of care and candour, including the demonstration of exceptional sensitivity and accurate knowledge of safeguarding individuals and maintaining confidentiality ○ commitment to following all required standards, codes of conduct and health and safety requirements/legislation decisively to maintain a safe, healthy working environment ○ demonstrating proficient use of an extensive range of techniques to promote optimum levels of cleanliness and decontamination required for effective infection prevention and control ● communicate knowledge of national and local structures, definitions of clinical interventions, the scope and limitations of their healthcare role within it, by: <ul style="list-style-type: none"> ○ following current best practice and agreed ways of working which are highly relevant to assisting with scenario specific, care-related tasks consistently and reliably, whilst fully supporting individuals to meet their care and needs including maintaining the individual's privacy and dignity to a high standard ○ working adequately as part of a team to assist registered health professionals with delegated tasks and interventions, supporting individuals to meet their care and needs to a satisfactory standard, including maintaining individual's privacy and dignity and communicating effectively, contributing to handovers, seeking help, advice and information, and responding sufficiently to service users views to maintain effective provision of services ○ gathering extensive evidence consistently, interpreting, contributing to, following and recording information in care plans/records highly relevant to tasks and interventions, structured accurately and legibly and in line with local and national policies, while preserving and promoting individuals' rights ○ maintaining a record of professional development to develop knowledge, skills, values and behaviours consistent with ability to reflect on practice enthusiastically, using the feedback to initiate new learning and personal practice development to improve performance with developing proficiency ● communicate exceptional levels of knowledge of the physiological states that are commonly measured by healthcare support workers including why, when and what equipment/techniques are

Grade	Demonstration of attainment
	<p>used by:</p> <ul style="list-style-type: none"><li data-bbox="309 360 1422 427">○ working as part of a team to use relevant equipment accurately and safely and consistently following correct monitoring processes<li data-bbox="309 450 1374 517">○ calculating scores, reporting and differentiation of normal and abnormal results adeptly, consistently and reliably to the relevant registered professional<li data-bbox="309 539 1433 640">○ applying knowledge of policy and good practice techniques proficiently when undertaking all physiological measurements, checking when uncertain, solving problems, and following instructions and guidance with energy and enthusiasm

Document information

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Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published final version.		June 2021
v1.1	NCFE rebrand		September 2021