



T Level Technical Qualification in Healthcare Science

Occupational specialism assessment (OSA)

Assisting with Healthcare Science

Assignment 1

Mark scheme

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Introduction

This mark scheme has been written by the assessment writer and refined, alongside the case study phrasing, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- criteria of the observed skills expected from a student
- information on how individual marks are to be awarded
- the allocated performance outcomes and total mark for each task

SAMPLE

Marking guidelines

The mark scheme for the practical assignment comprises of marking grids and indicative content.

The following marking grids should be used to assess students and award marks for their skills and underpinning knowledge. The indicative content included is for the practical assignment set for the specimen assessment series only.

To understand what is required to be awarded marks, students should have already been provided with a copy of the marking grids. The marking grids are published in the tutor guidance document that can be found within this document for each task.

Assessors are reminded that they should complete an observation record form to record descriptive information and evidence of the student's skills and knowledge demonstrated during the practical assignment. The student observation record form can be found within this document for each task.

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the observation. This is to ensure fairness to all students, who must receive the same treatment.

You must mark the first student in exactly the same way as you mark the last:

- the mark scheme must be referred to throughout the marking period and applied consistently – do not change your approach to marking once you have been standardised
- reward students positively, giving credit for what they have shown, rather than what they might have omitted
- utilise the whole mark range and always award full marks when the response merits them
- be prepared to award 0 marks if the student's response has no creditworthy material
- do not credit irrelevant material that does not answer the question, no matter how impressive the response might be
- the marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper
- if you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner

Guidelines for using extended response marking grids

The marking grids for each task include a number of themes or criteria that students are assessed against. Each assessment criterion contributes, with equal weighting, to an overall holistic judgement of their performance.

The assessment criteria are broken down into (up to) 5 bands with a corresponding descriptor for each criterion. The descriptor for the band indicates the quality of a student's performance in that band. The band is the mark that should be awarded across the criterion, for example band 1 = 1 to 4 marks and band 4 = 13 to 16 marks. There is a total of 16 marks available for this part of the task.

When determining marks for a student performance, assessors should only consider the quality of the student's performance that has been observed. When determining a band/mark, assessors' decisions should be based on the overall quality of the student's performance in relation to the descriptors from that part of the task. If the

student's performance covers different aspects of different bands, assessors should use a best-fit approach to award the most appropriate band/mark.

Standardisation materials can be used to help assessors with determining a band/mark if they are unsure.

Assessors should start at the lowest band of the marking grid and move up until there is a match between the band descriptor and the student's performance.

Indicative content

Indicative content has been provided as a guide to help assessors understand what should be expected in a student's performance to allow for a marking judgement to be made. Assessors are reminded that indicative content is not an exhaustive list but aims to cover the main elements expected to be observed.

SAMPLE

Practical skills assessment

This assessment requires students to complete the following task:

- assist with physiological measurements

Task 1: assist with physiological measurements

Brief

You are working as a healthcare science assistant within a cardiology unit of a hospital. Your next patient has arrived. The patient is an elderly gentleman who has been complaining of chest pain. This pain is reducing his ability to take part in the activities he enjoys. Due to the limited size of his GP surgery, he has been referred for further investigations within your unit after having a blood test that indicated possible angina. The patient has difficulty with mobility but is independent.

Task

You must assist with the assessment of the patient by completing the following:

- 1(a) Prepare for pulse oximeter, blood pressure, and electrocardiogram (ECG) measurements including record keeping
- 1(b)(i) Perform and record pulse oximeter measurement
- 1(b)(ii) Carry out a manual blood pressure measurement on the patient and update patient records
- 1(b)(iii) Assist the practitioner **and** perform the electrocardiogram (ECG) measurement on the patient and update patient records
- 1(c) Carry out post-measurement cleaning and storage of equipment

(77 marks)

Observation record form

Use this form to record descriptive information and evidence of student's skills during the practical assignment. Even though evidence of the quality of skills demonstrated should support decisions against the mark scheme, the notes should follow the flow of the tasks and how students are expected to complete them, rather than attempting to assign evidence against the criteria at this stage.

To be completed by the provider appointed assessor

<p>Area/objective</p> <p>The following areas/objectives can cover a broad range of skills or actions that should be considered when adding notes. The text below each area/objective is an example of what should be observed and is not exhaustive.</p>	<p>Comments identifying the student's areas of strengths and weaknesses using thorough and precise notes that differentiate between a range of students' practical skills. This will be used to support accurate and consistent allocation of marks once all evidence had been generated.</p>
<p>Hand hygiene</p> <p>Describe how well the student prepares for and maintains hand hygiene to include techniques and any risks to hygiene.</p>	
<p>Preparation</p> <p>Describe how well the student collects appropriate equipment, such as the ECG monitor, sphygmomanometer, and pulse oximeter. Placing equipment in appropriate areas ensuring there are no hazards.</p>	
<p>Health and safety: equipment</p> <p>Describe how well the student checks that equipment is safe for use on the patient.</p>	
<p>Health and safety: personal protective equipment (PPE)</p> <p>Describe how well the student uses PPE for each procedure, including PPE required for respiratory clinics due to current regulations.</p>	
<p>Health and safety: environment</p> <p>Describe how well the student maintains the work environment to include infection control.</p>	

<p>Person-centred care: confirmation</p> <p>Describe how well the student confirms patient identity and consent.</p>	
<p>Person-centred care: communication</p> <p>Describe how well the student interacts with the patient to include communication skills and patient comfort, dignity and respect.</p> <p>Student discusses procedures with patient and allows questions to be asked.</p>	
<p>Person-centred care: patient comfort</p> <p>Describe how well the student prepares the patient for each procedure.</p>	
<p>Procedure: pulse oximeter</p> <p>Describe how well the student guides the patient through the procedure, to include the following:</p> <ul style="list-style-type: none"> • patient needs to have been rested for 5 minutes before the procedure begins • patient is in a seated position • patient places hand on centre of chest • pulse oximeter attached to index/middle finger • results recorded (Note – if reading fluctuates, ensure the pulse oximeter is worn for at least 1 minute and a reading that remained for at least 5 seconds is recorded) • result is correctly noted • pulse oximeter is correctly cleaned after the procedure 	
<p>Procedure: blood pressure</p> <p>Describe how well the student carries out the procedure to include the following:</p> <ul style="list-style-type: none"> • applies correct sized cuff • appropriate arm chosen to obtain a valid measurement and maintain patient comfort (for example, arm with cannular in situ not used) 	

<ul style="list-style-type: none">• lower edge of cuff 2cm to 3cm above the brachial artery• locates the radial pulse• inflates the cuff using the bulb• when pulse no longer felt inflates cuff by another 20mmhg• places stethoscope in ears and with the diaphragm over the brachial artery• deflates the cuff noting the point where pulse is detectable (systolic) and when it disappears (diastolic)• records measurement	
<p>Procedure: ECG</p> <p>Describe how well the student assists the practitioner in carrying out the procedure to include the following:</p> <ul style="list-style-type: none">• introduces themselves and briefly describes procedure• gains consent• confirms patient details and correctly enters data into ECG machine• advises patient to remove clothing (Note – role-play model does not need to undress, simply confirm they have understood before the student is advised to continue using the manikin)• modesty blanket provided• patient (manikin) is correctly positioned• skin is cleaned prior to electrode attachment• chest electrodes are correctly applied• the correct leads and electrodes are attached, ensuring good skin contact and avoiding pull on the skin• the student advises the patient what is required from them during the test• machine is turned off once results obtained, removes and stores equipment correctly• patient is informed that the procedure is now complete	

Recording/reporting Describe how the student updates the relevant paper-based logs.	
Post-procedure Describe how well the student disposes of PPE and cleans down equipment.	

SAMPLE

Task 1(a): prepare for pulse oximeter, blood pressure, and electrocardiogram measurements (ECG) including record keeping

Band	Level descriptor
	Clinical and scientific practice, health and safety, and infection control
Band 5 (21–25 marks)	<p>The student demonstrates a confident and comprehensive level of understanding when preparing their work area, showing comprehensive knowledge and confident practical application when setting up the required equipment, always confirming that equipment is within the calibration date and is valid, and ensuring a full and relevant selection of equipment for the measurements are gathered.</p> <p>The student’s adherence to health and safety regulations throughout the preparation and measurement stages is excellent, including the correct use of hygiene techniques and selecting appropriate PPE.</p> <p>The student demonstrates excellent cleaning and waste disposal awareness throughout, always keeping the work area clean and tidy during the measurement process.</p>
Band 4 (16–20 marks)	<p>The student demonstrates a high level of understanding when preparing their work area, showing a high level of knowledge and practical application when setting up the required equipment, mostly confirming that equipment is within the calibration date and is valid, and ensuring a relevant selection of equipment for the measurements are gathered.</p> <p>The student’s adherence to health and safety regulations throughout the preparation and measurement stages is very good, including the correct use of hygiene techniques and selecting appropriate PPE.</p> <p>The student demonstrates very good cleaning and waste disposal awareness throughout, mostly keeping the work area clean and tidy during the measurement process.</p>

Band	Level descriptor
Band 3 (11–15 marks)	<p>The student demonstrates a good level of understanding when preparing their work area, showing knowledge and practical application when setting up the required equipment, generally confirming that equipment is within the calibration date and is valid, and ensuring a reasonably relevant selection of equipment for the measurements are gathered.</p> <p>The student’s adherence to health and safety regulations throughout the preparation and measurement stages is good, including the correct use of hygiene techniques and selecting appropriate PPE.</p> <p>The student demonstrates good cleaning and waste disposal awareness, generally keeping the work area clean and tidy during the measurement process.</p>
Band 2 (6–10 marks)	<p>The student demonstrates a reasonable level of understanding when preparing their work area, showing reasonable knowledge and practical application when setting up the required equipment, partially confirming that equipment is within the calibration date and is valid, and ensuring a partially relevant selection of equipment for the measurements are gathered.</p> <p>The student’s adherence to health and safety regulations throughout the preparation and measurement stages is satisfactory, including mostly correct use of hygiene techniques and selecting mostly appropriate PPE.</p> <p>The student demonstrates some cleaning and waste disposal awareness, partially keeping the work area clean and tidy during the measurement process.</p>
Band 1 (0–5 marks)	<p>The student demonstrates a basic level of understanding when preparing their work area, showing basic knowledge and practical application when setting up the required equipment, confirming that equipment is within the calibration date and is valid in only a limited way, and ensuring a basic or limited selection of equipment for the measurements are gathered. The student requires prompting when considering consumables or confirming calibration.</p> <p>The student’s adherence to health and safety regulations throughout the preparation and measurement stages is limited, including the use of some basic hygiene techniques and selecting some appropriate PPE.</p> <p>The student demonstrates basic cleaning and waste disposal awareness with only limited cleaning and tidying of the work area during the measurement process.</p>
0	No evidence demonstrated or nothing worthy of credit.

Indicative content

The student should consider:

- equipment sourced:
 - blood pressure (BP) to include sphygmomanometer, correct size cuff, stethoscope
 - ECG to include electrode/disposable sticky pads, correct ECG wiring, placement of the ECG machine in relation to patient and location
- equipment setup:
 - pulse oximeter wiped clean with anti-bacterial wipes, batteries checked and working correctly
 - BP cuff fully deflated
 - ECG correctly plugged in (if necessary) and leads correctly attached and placed at examination bed
- equipment checks:
 - BP equipment is within the manufacturer's calibration date
 - ECG machine is calibrated, working correctly and correctly PAT tested
 - pulse oximeter flow within manufacturer's calibration date
- health and safety:
 - hazards such as no electric cables causing a trip hazard; cables correctly connected to not cause electrical hazards
 - a chair with arms provided for the patient to be seated for BP and pulse oximeter
 - examination bed is correctly prepared/cleaned for patient
- infection control:
 - correct PPE selected such as gloves, mask, aprons
 - correct hand washing techniques

Task 1(b)(i): perform and record pulse oximeter measurement

Band	Level descriptor		
	Patient-centred care: communication	Clinical practice: performing the procedure	Management of information and data
Band 3 (4–6 marks)	<p>The student demonstrates excellent communication skills with the patient with no support required from the lead scientist, proactively confirming patient details, clearly explaining the test purpose and the procedure, confidently checking medications and dosage and thanking the patient for their co-operation.</p> <p>The student demonstrates excellent clinical practice when completing the pulse oximeter measurement, with no support required from the lead scientist.</p> <p>The student demonstrates confident and efficient reporting skills when recording the results of the pulse oximeter measurement, with accuracy and using the correct units, with no prompting.</p>		
Band 2 (3–4 marks)	<p>The student demonstrates good communication skills with the patient, confirming patient details as necessary, explaining the test purpose reasonably well, checking medications and dosage and thanking the patient.</p> <p>The student demonstrates good clinical practice when completing the pulse oximeter measurement.</p> <p>The student demonstrates reasonable reporting skills when recording the results of the pulse oximeter measurement, with accuracy and using the correct units.</p>		
Band 1 (1–2 marks)	<p>The student demonstrates basic communication skills with the patient; they need some prompting to consistently confirm patient details and seek consent with some support required from the lead scientist, making some attempt to explain the test purpose, check medications and dosage and thanking the patient.</p> <p>The student demonstrates basic clinical practice when completing the pulse oximeter measurement, with some support required from the lead scientist.</p> <p>The student requires some prompting to accurately record the results of the pulse oximeter measurement.</p>		
0	No evidence demonstrated or nothing worthy of credit.		

Indicative content

The student should:

- patient-centred care (communication):
 - clearly ask the patient for their name and date of birth (DOB), ensuring they are true and valid
 - double-check that their details are correct on the patient record
 - explain the purpose of the test and how to perform the procedure in a suitable language that the patient can understand
 - monitor patient wellbeing throughout the task
 - thank the patient for their co-operation, inform them of the results process and offer any assistance as needed when leaving the examination
- clinical practice: performing the procedure:
 - ensure the patient's hand is warm and relaxed for the procedure
 - ensure the selected finger is clear of nail varnish and false nails; these could be removed by the patient prior to the meeting
 - instruct the patient to place the pulse oximeter on their index finger, supporting them by ensuring the manufacturer instructions are followed
 - instruct the patient to place the hand being used for the measurement on their chest in line with their heart, situated below the level of the heart
 - instruct the patient to breathe normally so as to not affect the result
 - should the number fluctuate, take the reading that remains most stable for a minimum of a minute within a 5-minute period, ensuring the practitioner reads the most steady number that remains, repeating the test if applicable
 - ensure to track the number if it fluctuates over time, as this may suggest further health complications; record all changes to support diagnosis from another practitioner
 - student should show awareness of the discrepancy with readings due to ethnicity and varying result due to an individual's skin tone
- management of information and data:
 - report results in the patient notes using the correct units (for example, l/sec or l/min) on paper-based records provided
 - if applicable, record test limitations associated with ethnicity and dark skins

Task 1(b)(ii): carry out a manual blood pressure measurement on the patient and update records

Band	Level descriptor
Band 4 (10–12 marks)	<p>The student demonstrates excellent communication skills with the patient, ensuring the use of highly appropriate and accurate language when providing information to the patient.</p> <p>The student demonstrates excellent clinical practice when ensuring the patient is positioned correctly, completing the BP measurement to an excellent standard. The student demonstrates confident and efficient reporting skills, accurately recording the results of the BP measurement.</p> <p>The student demonstrates excellent patient care and communication skills when removing the equipment from the patient.</p>
Band 3 (7–9 marks)	<p>The student demonstrates very good communication skills with the patient, ensuring the use of very appropriate and accurate language when providing information to the patient.</p> <p>The student demonstrates good levels of clinical practice when ensuring the patient is positioned correctly, completing the BP measurement to a good standard. The student demonstrates good reporting skills, accurately recording the results of the BP measurement.</p> <p>The student demonstrates good levels of patient care and communication skills when removing the equipment from the patient.</p>
Band 2 (4–6 marks)	<p>The student demonstrates good communication skills with the patient, ensuring the use of appropriate and reasonably accurate language when providing information to the patient.</p> <p>The student demonstrates reasonable clinical practice when ensuring the patient is positioned correctly, completing the BP measurement to a basic standard. The student demonstrates some reporting skills when accurately recording the results of the BP measurement.</p> <p>The student demonstrates reasonable patient care and communication skills when removing the equipment from the patient.</p>

Band	Level descriptor
Band 1 (1–3 marks)	<p>The student demonstrates basic and limited communication skills, with limited use of language that may have some inaccuracies, when providing information to the patients.</p> <p>The student demonstrates limited clinical practice when ensuring the patient is positioned correctly, completing the BP measurement to a minimal standard, but may require some support. The student requires some prompting to accurately record the results of the BP measurement.</p> <p>The student demonstrates limited patient care and communication skills when removing the equipment from the patient.</p>
0	No evidence demonstrated or nothing worthy of credit.

Indicative content:

The student should consider:

- patient-centred care (communication and comfort):
 - current medication such as any blood pressure medications
 - communicating the test procedure using clear and plain language
 - thanking the patient for their co-operation
 - explaining that the healthcare practitioner will discuss their results with them, in a clear manner
- clinical practice: performing the procedure:
 - accurately identifying the radial pulse to obtain a valid measurement
 - consideration of arm choice due to patient limitations (for example, catheter in situ or pain)
 - the equipment used/selected (for example, cuff size)
 - the correct inflation of the cuff, no over/under inflation
- management of information and data:
 - what the BP measurements represent
 - reporting the measurements by updating paper-based patient note
- patient centred care: patient comfort:
 - thanking the patient for their co-operation
 - explaining the protocol for obtaining results (for example, the healthcare practitioner will discuss the results with you in clinic)

Task 1(b)(iii): assist the practitioner and perform the electrocardiogram (ECG) measurement on the patient and update patient records

Band	Level descriptor
	Patient-centred care, clinical and scientific practice and management of information and data
Band 5 (21–25 marks)	<p>The student demonstrates excellent communication skills with the patient and practitioner.</p> <p>The student gives a comprehensive and accurate explanation of the procedure, using plain language and fully confirms patient’s understanding through questioning and gains patient consent.</p> <p>The student independently removes relevant equipment without assistance from the practitioner. The student offers empathetic assistance where needed and confirms the patient is comfortable after the procedure through highly appropriate verbal questioning.</p> <p>The student demonstrates excellent knowledge and performance of the procedure and displays excellent levels of understanding of the use of relevant equipment, including quality assurance when assisting the practitioner.</p> <p>The student demonstrates excellent data protection practices and meticulously records the relevant clinical measurements following the procedure.</p>
Band 4 (16–20 marks)	<p>The student demonstrates very good communication skills with the patient and practitioner.</p> <p>The student gives an accurate explanation of the procedure, using plain language, and clearly confirms the patient’s understanding through questioning and gains patient consent.</p> <p>The student independently removes any relevant equipment without assistance from the practitioner. The student offers suitable assistance where needed and confirms the patient is comfortable after the procedure through appropriate verbal questioning.</p> <p>The student demonstrates very good knowledge and performance of the procedure and displays very good levels of understanding of the use of relevant equipment, including quality assurance when assisting the practitioner.</p> <p>The student demonstrates highly developed data protection practices and reliably records the relevant clinical measurements following the procedure.</p>

Band	Level descriptor
Band 3 (11–15 marks)	<p>The student demonstrates good communication skills with the patient and practitioner.</p> <p>The student gives an adequate explanation of the procedure, using plain language, and attempts to confirm patient’s understanding through questioning and gains patient consent.</p> <p>The student independently removes any relevant equipment with minimal assistance from the practitioner. The student offers assistance where needed and confirms the patient is comfortable after the procedure through verbal questioning.</p> <p>The student demonstrates good knowledge and performance of the procedure and displays good levels of understanding of the use of relevant equipment, including quality assurance when assisting the practitioner.</p> <p>The student demonstrates good data protection practices and accurately selects and records the relevant clinical measurements following the procedure.</p>
Band 2 (6–10 marks)	<p>The student demonstrates reasonable communication skills with the patient and practitioner.</p> <p>The student gives a basic explanation of the procedure that covers most, but not all, relevant points, and gains patient consent.</p> <p>The student needs some prompting to remove elements of the relevant equipment by the practitioner. The student offers some assistance to the patient but needs prompting to cover all areas and to fully check the patient is comfortable after the procedure.</p> <p>The student demonstrates reasonable knowledge and performance of the procedure and displays some understanding of the use of relevant equipment including quality assurance when assisting the practitioner.</p> <p>The student demonstrates basic data protection practices and accurately records the relevant clinical measurements with minimal prompting from the practitioner.</p>

Band	Level descriptor
<p>Band 1 (0–5 marks)</p>	<p>The student demonstrates basic communication skills with the patient and practitioner.</p> <p>The student gives a limited explanation of the procedure that covers some but not all of the important points, and gains patient consent after prompting from the practitioner.</p> <p>The student needs support from the practitioner to remove relevant equipment. The student needs prompting to offer assistance to the patient and to check the patient is comfortable after the procedure.</p> <p>The student demonstrates basic knowledge and performance of the procedure and displays basic understanding of the use of relevant equipment when assisting the practitioner.</p> <p>The student demonstrates basic data protection practices and can accurately record the relevant clinical measurements with support from the practitioner</p>
<p>0</p>	<p>No evidence demonstrated or nothing worthy of credit.</p>

Indicative content:

The student should:

- patient-centred care (communication, comfort, consent):
 - enter the correct patient demographics (name, DOB, gender at birth) into the system
 - gain consent for the procedure and the patient removing upper body clothing, and for needing to touch their chest to identify where to place the electrode/pads
 - advise patient to remove clothing to allow access to ECG contact points including chest, wrists, lower legs and feet; women are requested to remove their bra; assistance should be given, where needed, to sit on bench or remove items of clothing if required (note that this is a discussion the patient is not required to undress)
 - request a female chaperone for female patients
 - provide cover for modesty when access is not needed
 - make sure the patient is correctly positioned (lying slightly reclined to 45 degrees on the bench, legs uncrossed)
 - discuss heart health and chest pains with patients, for example, contraindications to testing such as stroke, heart attack, general pains within the chest and upper torso, within the past 6 weeks and whether they have pain now/during the procedure
 - discuss current medications, focusing on inhaled medications, steroids, medication related to heart disease and the cardiovascular system
 - consider of disability support (for example, a hearing loop)
 - correctly input patient data into ECG machine if applicable
- procedure:
 - ensure the patient's skin is clean
 - clean dirty or oily skin with an alcohol wipe prior to electrode application:
 - placing electrode/disposable sticky pads on patient's chest in the correct order and in the correct places within the intercostal spaces on the correct side of the sternum and correctly placed around the chest
 - correctly apply the chest electrodes and good contact with skin is ensured without pressing too hard
 - attach the correct chest leads, with sufficient flex allowed so the cables do not pull:
 - placing the electrode/disposable stick pads on the patient's arms and legs correctly, avoiding bones within the wrists and ankles; correctly placed for a resting ECG

- correctly place the limb electrodes ensuring good skin contact
- attach the associated leads allowing sufficient flex, so the leads do not pull
- information and data:
 - note medications in the patient's paper-based report
 - inform patient that the procedure is now complete

SAMPLE

Task 1(c): carry out post-measurement cleaning and storage of equipment

Band	Level descriptor
Band 3 (7–9 marks)	<p>The student displays high levels of awareness and very good practice when cleaning the area ready for the future patients, confidently taking into account Control of Substances Hazardous to Health (COSHH) and manufacturer's guidelines, and using correct methods throughout.</p> <p>The student demonstrates high levels of knowledge and excellent practice when safely disposing of consumables, including all single-use items relevant to the task, as well as demonstrating high levels of understanding when cleaning and storing the equipment, including following all manufacturer's and COSHH guidelines and storing equipment correctly for next use.</p> <p>The student demonstrates very good levels of knowledge when disposing of their PPE and completing hand hygiene with no omissions.</p>
Band 2 (4–6 marks)	<p>The student displays good levels of awareness and practice when cleaning the area ready for the future patients, generally taking into account COSHH and manufacturer's guidelines, and using mainly correct methods.</p> <p>The student demonstrates good levels of knowledge and good practice when safely disposing of consumables, generally including single-use items relevant to the task, as well as demonstrating good levels of understanding when cleaning and storing the reusable equipment, generally taking into account manufacturer's and COSHH guidelines and storing equipment correctly for next use with few omissions.</p> <p>The student demonstrates good levels of knowledge when disposing of their PPE and completing hand hygiene with very few omissions.</p>
Band 1 (1–3 marks)	<p>The student displays basic awareness and limited standards of practice when cleaning the area ready for future patients, with a limited attempt to take into account COSHH and manufacturer's guidelines, and using some correct methods, though not always consistently.</p> <p>The student requires prompting in demonstrating the safe disposal of consumables, including some limited awareness of single-use items relevant to the task, and demonstrates basic levels of understanding when cleaning and storing the reusable equipment, with some limited awareness of manufacturer's and COSHH guidelines, and showing basic knowledge of storing equipment correctly for next use.</p> <p>The student demonstrates basic levels of knowledge when disposing of their PPE and completing hand hygiene with some omissions.</p>
0	No evidence demonstrated or nothing worthy of credit.

Indicative content:

The student should consider:

- disposal of single use items:
 - electrode/sticky pads for ECG
 - gloves/aprons plus any PPE required under the current infection control recommendations
- cleaning of medical equipment:
 - as per COSHH/manufacture's guidelines using the correct disinfectant methods (for example, alcohol wipes, chlorine tablets, or soapy water)
 - equipment stored in original place ready for future/next use
- infection control (equipment):
 - use of correct cleaning materials for the equipment and room following manufacturer's, COSHH, and health and safety guidance
 - intention to air the room as per local guidelines prior to next patient appointment
 - time is allowed for/student is aware of sufficient room air changes per hour (ACH) as per local infection control guidance prior to cleaning to allow aerosols to settle
- infection control (PPE):
 - gloves, mask and apron (including any relevant PPE related to COVID-19 regulations) removed and placed in clinical waste bin
 - hands washed

Document information

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of issue
v1.0	Additional sample material		01 September 2023
v1.1	Sample added as a watermark	November 2023	21 November 2023