T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Adult Nursing Team

Assignment 3 – Professional discussion

Mark scheme

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Mark scheme

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Contents

About this document

This mark scheme has been written by the assessment writer and refined, alongside the relevant questions, 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:

- examples and criteria of the types of response expected from a student

- information on how individual marks are to be awarded

- the allocated performance outcomes and total marks for each question

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. 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.

If you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner.

The indicative content is non exhaustive and should be used as an illustrative guide and not used as an exemplar or checklist.

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a student's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the assessment objectives, so as not to over/under credit a response. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement either, that students must cover all of the indicative content to be awarded full marks.

Mark scheme

Performance outcomes

This assessment requires students to demonstrate the following:

Supporting healthcare (core)

PO1	Assist with an individual's overall care and needs to ensure comfort and wellbeing
PO2	Assist registered health professionals with clinical or therapeutic tasks and interventions
PO3	Undertake a range of physiological measurements

Supporting the adult nursing team (option A)

PO1	Assist the adult nursing team with clinical tasks
PO2	Support individuals to meet activities of daily living
PO3	Assist with skin integrity assessments and with the care and treatment of skin conditions

Theme 1: supporting effective working and communication

This theme concerns effective working and communication within a team.

Question 1

Part A

Referring to your own learning and experience, describe the importance of working as a part of a team when communicating a safeguarding or welfare concern.

Part B

Referring to your own learning and experience, explain the roles of different team members in a discussion regarding a safeguarding concern.

(12 marks)

Band	Mark	Descriptor
4	10–12	Description of team scenario is highly detailed, demonstrating an excellent understanding of relevant knowledge, skills and behaviours.
		The student has suggested a very high level of skills and behaviours consistent with actual or intended application of knowledge to practise.
		Explanation of the challenge or problem is highly comprehensive and detailed.
		A highly effective response that demonstrates comprehensive awareness of teamwork in healthcare in the context of safeguarding or welfare.
3	7–9	Description of team scenario is detailed, demonstrating a good understanding of relevant knowledge, skills and behaviours.
		The student has suggested a good level of skills and behaviours and is generally consistent with actual or intended application of knowledge to practise.
		Explanation of the challenge or problem is detailed and clear.
		An effective response that demonstrates good awareness of teamwork in healthcare in the context of safeguarding or welfare.
2	4–6	Description of team scenario has some detail, demonstrating a sufficient understanding of relevant knowledge, skills and behaviours.
		The student has suggested a moderate level of skills and behaviours, and/or a general inconsistency with actual or intended application of knowledge to practise.
		Explanation of the challenge or problem is satisfactory.
		A sufficient response that demonstrates satisfactory awareness of teamwork in healthcare in the context of safeguarding or welfare.
1	1–3	Description of a team scenario is limited in detail, demonstrating a minimal understanding of knowledge, skills and behaviours.
		The student has suggested limited skills and behaviours, and weak consistency with actual or intended application of knowledge to practise or introduced information which is largely irrelevant.
		Explanation of the challenge or problem is poor and may be irrelevant.
		A limited response that demonstrates little awareness of teamwork in healthcare in the context of safeguarding or welfare.
	0	No creditworthy material.

Indicative content

- the student describes the interaction between professional competency and teamwork with recognition of the personal and professional boundaries inherent to both

- the student demonstrates understanding of the principles of work ethics and their impact on personal practice and learning

- the student demonstrates understanding of a range of team-based communication techniques and how to adapt them to different scenarios:

    o show respect

    o listen to other points of view

    o be inclusive and equitable

    o be clear, concise and transparent

    o use collaboration tools

- the student explains hierarchical structures in teamwork and the communication practices inherent to them

- the student describes teamwork strategies applicable to the healthcare environment:

    o problem-solving at pace

    o identifying skills within a team to support solutions

    o delegation

    o assigning tasks based on each person's competence, skills and workload

- the student describes principles and applications of safeguarding

- the student makes relevant links between their own personal and professional ability and their experiences of teamwork, using a full cycle of reflection linking appropriate knowledge to their skills and behaviours

- the student explains the extent to which they can work as part of a team effectively, with recognition of communication strategies and techniques

- the student reflects on own learning and responds to feedback

- the student describes areas in need of personal development relevant to the theme

Accept other appropriate responses.

Question 2

Part A

Referring to your own learning and experience, explain your understanding of professional boundaries and ethics during a safeguarding scenario.

Part B

Assess your learning in safeguarding and professional boundaries and discuss any areas of personal development.

(20 marks)

Band	Mark	Descriptor
4	16–20	Reflection of safeguarding scenario is highly detailed, demonstrating an excellent understanding of relevant knowledge, skills and behaviours. Assessment of the experience is highly comprehensive and detailed. A highly effective response that demonstrates comprehensive awareness of professional boundaries and ethics in healthcare in the context of safeguarding. Excellent evaluation of their own performance, reflecting upon achievement of a comprehensive range of knowledge and skills, and identifying a range of areas for development in the context of safeguarding.
3	11–15	Reflection of safeguarding scenario is detailed, demonstrating a good understanding of relevant knowledge, skills and behaviours. Assessment of the experience is detailed and clear. An effective response that demonstrates good awareness of professional boundaries and ethics in healthcare in the context of safeguarding. Good evaluation of their own performance, reflecting upon achievement of good knowledge and skills, and identifying some areas for development in the context of safeguarding but with some limits to either their self-awareness or ability to feed forward reflectively.
2	6–10	Reflection of safeguarding scenario is satisfactory, demonstrating a sufficient understanding of relevant knowledge, skills and behaviours. Assessment of the experience is sufficient. A sufficient response that demonstrates satisfactory awareness of professional boundaries and ethics in healthcare in the context of safeguarding. Moderate evaluation of their own performance, limited by a lack of detailed reflection upon achievement of knowledge and skills, or identified some areas of need for development in the context of safeguarding but did not select the most relevant.

Band	Mark	Descriptor
1	1–5	Reflection of safeguarding scenario is limited in detail, demonstrating a minimal understanding of knowledge, skills and behaviours, most of which may be irrelevant. Assessment of the experience is poor. A limited response that demonstrates little awareness of professional boundaries and ethics in healthcare in the context of safeguarding. Limited evaluation of their own performance, lacking detailed reflection upon achievement of knowledge and skills, and did not identify any areas for development in the context of safeguarding.
	0	No creditworthy material.

Indicative content

- the student demonstrates an understanding of the purpose and application of professional boundaries and ethics

- the student reflects on competency boundaries, personal and professional standards in teamwork scenarios

- the student reflects on principles and application of safeguarding, including named standards and guidance

- the student demonstrates understanding of the role of ethical practice and standards in safeguarding decision-making processes

- the student demonstrates reflective practice in relation to safeguarding and professional practice

- the student reflects on own learning and responds to feedback

- the student describes areas in need of personal development relevant to the theme

Accept other appropriate responses.

Theme 2: working within codes of conduct

This theme concerns working within codes of conduct in healthcare. In practice, this includes your learning and experiences when you supported people with activities of daily living.

Question 3

Part A

Referring to your own learning or experience, discuss a time you worked within a code of conduct to support people with activities of daily living.

Part B

Explain the factors you considered to make sure you worked within the code of conduct.

(12 marks)

Band	Mark	Descriptor
4	10–12	Description of working within a code of conduct experience is highly detailed, demonstrating an excellent understanding of relevant knowledge, skills and behaviours. Information is highly detailed, demonstrating excellent knowledge of working within a code of conduct and supporting activities of daily living. Explanation of the situation working within a code of conduct is highly comprehensive and detailed. A highly effective response that demonstrates comprehensive awareness of working within professional boundaries.
3	7–9	Description of working within a code of conduct experience is detailed, demonstrating a good understanding of relevant knowledge, skills and behaviours. Information is detailed, demonstrating good knowledge of working within a code of conduct and supporting activities of daily living. Explanation of the situation working within a code of conduct is detailed and clear. An effective response that demonstrates good awareness of working within professional boundaries.
2	4–6	Description of working within a code of conduct experience is satisfactory, demonstrating a sufficient understanding of relevant knowledge, skills and behaviours. Information is partial in detail, demonstrating limits to knowledge of working within a code of conduct and supporting activities of daily living. Explanation of the situation working within a code of conduct is partial in detail. A moderate response that demonstrates satisfactory awareness of working within professional boundaries.

Band	Mark	Descriptor
1	1–3	Description of working within a code of conduct experience lacks detail, demonstrating a limited understanding of knowledge, skills and behaviours. Information is lacking detail, demonstrating limits to knowledge of working within a code of conduct and supporting activities of daily living. Explanation of the situation working within a code of conduct is poor and may be irrelevant. A limited response that demonstrates little awareness of working within professional boundaries.
	0	No creditworthy material.

Indicative content

- the student recognises the purpose and meaning of codes of conduct in healthcare settings

- the student discusses codes of conduct in relation to healthcare practice and delivery

- the student identifies activities of daily living:

  o features

  o purpose

  o application

- the student discusses strategies to support the activities of daily living as part of a team in a healthcare scenario

- the student explains the professional actions and stages used in a scenario to deliver activities of daily living

- the student evaluates the extent to which they can support and deliver the activities of daily living

- the student reflects on own learning and responds to feedback

- the student describes areas in need of personal development relevant to the theme

Accept other appropriate responses.

Question 4

Part A

Evaluate the principles of codes of conduct in the context of your own healthcare learning or experiences.

Part B

Reflect on your experience and discuss what this means for your future practice.

(20 marks)

Band	Mark	Descriptor
4	16–20	Evaluation of the principles of codes of conduct is highly developed, demonstrating an excellent understanding of relevant knowledge, skills and behaviours. Reflection of the experience is highly comprehensive and detailed. A highly effective response that demonstrates comprehensive awareness of working within professional boundaries. Examples are very clearly articulated and express a great depth of reflection on what went well, not so well, and indicate areas for improvement with a very high level of self-awareness as well as a very high awareness of codes of conduct.
3	11–15	Evaluation of the principles of codes of conduct is detailed, demonstrating a good understanding of relevant knowledge, skills and behaviours. Reflection of the experience is detailed and clear. An effective response that demonstrates good awareness of working within professional boundaries. Examples are clearly articulated and express reflection on what went well, not so well, and indicate areas for improvement with a good level of self-awareness as well as good awareness of codes of conduct.
2	6–10	Evaluation of the principles of codes of conduct is satisfactory, demonstrating a sufficient understanding of relevant knowledge, skills and behaviours. Reflection of the experience is sufficient. A moderate response that demonstrates satisfactory awareness of working within professional boundaries. Examples are not clearly articulated and express some reflection only on what went well or only on what went not so well and do not indicate areas for improvement, with a sufficient level of self-awareness and/or a sufficient level of awareness of codes of conduct.

Band	Mark	Descriptor
1	1–5	Evaluation of the principles of codes of conduct lacks detail, demonstrating a limited understanding of knowledge, skills and behaviours. Reflection of the experience is poor and may be irrelevant. A limited response that demonstrates little awareness of working within professional boundaries. Examples are not clearly articulated and express little reflection on what went well or not so well, and do not indicate areas for improvement, with an insufficient level of self-awareness and with limited awareness of codes of conduct.
	0	No creditworthy material.

Indicative content

- the student recognises the purpose and meaning of codes of conduct in healthcare settings

- the student evaluates the codes of conduct in relation to healthcare practice and delivery

- the student reflects on principles of codes of conduct in relation to healthcare, which may include professional ethics and patient privacy and dignity

- the student evaluates self-performance and competency as part of ongoing development planning

- the student recognises reflective practice as a tool for continuing professional development

- the student evaluates their ability to recognise and adhere to codes of conduct

- the student reflects on own learning and responds to feedback

- the student describes areas in need of personal development relevant to the theme

Accept other appropriate responses.

Theme 3: understanding physiological observations

This theme concerns understanding physiological observation and challenges. In practice, this includes your learning and experiences when you were supporting with clinical tasks. This could include skin integrity, physiological measurements or the use of screening tools.

Question 5

Part A

Referring to your own learning and experience, discuss a time when you could not support or complete a clinical task because you did not have enough knowledge.

Part B

Explain how you overcame the challenge you described in **part A**.

(12 marks)

Band	Mark	Descriptor
4	10–12	Description of scenario is highly detailed, demonstrating an excellent understanding of relevant knowledge, skills and behaviours. Explanation of actions is highly comprehensive and detailed. A highly effective response that demonstrates highly appropriate awareness of learning and development in clinical tasks.
3	7–9	Description of scenario is detailed, demonstrating a good understanding of relevant knowledge, skills and behaviours. Explanation of actions is detailed and clear. An effective response that demonstrates good awareness of learning and development in clinical tasks.
2	4–6	Description of scenario is satisfactory, demonstrating a sufficient understanding of relevant knowledge, skills and behaviours. Explanation of actions is sufficient. A moderate response that demonstrates satisfactory awareness of learning and development in clinical tasks.
1	1–3	Description of scenario is lacking in detail, demonstrating a minimal understanding of knowledge, skills and behaviours. Explanation of actions is poor and may be irrelevant. A limited response that demonstrates little awareness of learning and development in clinical tasks.
	0	No creditworthy material.

Indicative content

- the student demonstrates understanding of limits of clinical competency in relation to physiological measurements

- the student demonstrates understanding of professional limits in competency, knowledge and skills

- the student discusses limitations and identifies opportunities for learning and development

- the student demonstrates understanding of physiological measurements

- the student explains strategies to improve knowledge and competence

- the student reflects against own learning and responds to feedback

- the student describes areas in need of personal development relevant to the theme

Accept other appropriate responses.

Question 6

Part A

Reflect on how you felt in the situation you described in question **5** and how it affected your thoughts about professional healthcare.

Part B

Evaluate the need for professional boundaries in the clinical environment and how personal behaviours influence these professional boundaries.

(20 marks)

Band	Mark	Descriptor
4	16–20	Reflection of scenario is highly detailed, demonstrating an excellent understanding of relevant knowledge, skills and behaviours. There are specific detailed examples or details of how students can apply this to understanding professional healthcare. Evaluation of the situation and background in a clinical environment is highly comprehensive and detailed. A highly effective response that demonstrates comprehensive awareness of learning and development around professional boundaries.
3	11–15	Reflection of scenario is detailed, demonstrating a good understanding of relevant knowledge, skills and behaviours. There are reasonable examples or details of how students can apply this to understanding professional healthcare. Evaluation of the situation and background in a clinical environment is detailed and clear. An effective response that demonstrates good awareness of learning and development around professional boundaries.
2	6–10	Reflection of scenario is satisfactory, demonstrating a sufficient understanding of relevant knowledge, skills and behaviours. Inconsistent relevance and/or accuracy in examples or details of how students can apply this to understanding professional healthcare. Evaluation of the situation and background in a clinical environment is sufficient. A moderate response that demonstrates satisfactory awareness of learning and development around professional boundaries.

Band	Mark	Descriptor
1	1–5	Reflection of scenario lacks detail, demonstrating a lack of understanding of knowledge, skills and behaviours.
		There are limited examples or details of how students can apply this to understanding professional healthcare.
		Evaluation of the situation and background in a clinical environment is poor and may be irrelevant.
		A limited response that demonstrates little awareness of learning and development around professional boundaries.
	0	No creditworthy material.

Indicative content

- the student discusses the feelings and emotions a professional challenge can elicit and how this can contribute to self-development

- the student reflects on the developmental nature of recognising own limitations

- the student evaluates the purpose and principles of professional supervision

- the student identifies personal behaviours that contribute to performance

- the student identifies personal behaviours that contribute to professional competence

- the student reflects on scenarios that may challenge, such as conflict or intervention from a senior person, including:

  o scenarios that test professional boundaries

  o scenarios that challenge personal behaviours

  o challenging scenarios in different environments

- the student uses insightful practice to identify own limitations and opportunities for learning

- the student reflects on own learning and responds to feedback

- the student describes areas in need of personal development relevant to the theme

Accept other appropriate responses.

Performance outcome grid

Question	C-PO1	C-PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total
Theme 1							
1	3	3		3	3		**12**
2	5	5		5	5		**20**
Theme 2							
3	3	2	2	3	2		**12**
4	4	4	4	4	4		**20**
Theme 3							
5	1	1	2	1	1	6	**12**
6	3	2	4	2	2	7	**20**
Total	19	17	12	18	17	13	**96**
% weighting	**19.79**	**17.71**	**12.5**	**18.75**	**17.71**	**13.54**	**100**

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