



# T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

## Supporting the Adult Nursing Team

Assignment 2 – Practical activities part 2

Provider delivery guide with mark scheme

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## Provider delivery guide with mark scheme

Assignment 2

Practical activities part 2

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## Document security

To be opened on (day of the week) (date) (month) (year) at 9.00am, 7 working days prior to the assessment period from (day of the week) (date) (month) (year) to (day of the week) (date) (month) (year).

This assessment material must **not** be shared with students. Any breach of this assessment material must be reported to NCFE **immediately** in accordance with the assessment regulations found on the NCFE website.

### Time allowed

2 hours 10 minutes

### Paper number

Sample assessment material

SAMPLE

## Introduction

This document must be used to deliver and mark the practical activity assessment for the series of Supporting the Adult Nursing Team.

It is the responsibility of the internal moderator to follow the guidance contained within this document and ensure that a consistent approach is taken to the delivery and marking for all students through a satisfactory internal standardisation process.

SAMPLE

## Summary of the practical activities assessment (PAA)

The PAA aspect of the occupational specialism component requires students to demonstrate practical activities taken from the list of practical activities published by NCFE CACHE in September (insert year). The list of practical activities is published in the tutor guidance document which can be found on the NCFE website.

The PAA is externally set by NCFE.

The PAA is internally marked by provider assessors and moderated by NCFE. Providers are required to audio-visually record the performances of all students.

The PAA requires students to complete the 4 practical activity scenarios detailed in this document.

The PAA is assessed against two mark schemes:

- a scenario specific skills mark scheme – this mark scheme is applied to award a mark for every practical activity scenario
- an underpinning skills mark scheme – this mark scheme is applied to award a mark across the practical activity scenarios

SAMPLE

## Assessor instructions

- this assessment requires students to demonstrate the **4** practical activity scenarios detailed in this document. The practical activity scenarios are taken from the list of practical activities published by NCFE CACHE in September (insert year)
- it is the responsibility of the internal moderator to follow the guidance contained within this document and ensure that the practical activity scenarios are set up correctly at different stations within a suitable assessment environment
- the floor plans included are illustrative to suggest an appropriate layout for each scenario; it is not a requirement to exactly replicate the floor plan and there may be resources and equipment not represented on the floor plan
- students will move between the **4** stations during the assessment, once the first student has completed station 1 and moved to station 2, the next student will be admitted to station 1 and so on
- students must be given up to **5** minutes when they get to each station to prepare for the practical activity scenario, they should use this time to carefully read each practical activity scenario, including any supporting information and familiarise themselves with the station
- students will have a maximum amount of time to complete each practical activity scenario, the time available is written clearly at the beginning of each practical activity scenario, if a student goes over this time, you must tell them to move on to the next station
- assessors should read the instructions and information on the front of the assignment brief to the student and confirm understanding before the practical activity assessment begins, students should be made aware that some stations might take more time than others, meaning they may have a short wait before being allowed to progress to the next station and understand that this waiting time will still be under supervised conditions, as specified in the tutor guide and assessment regulation documents
- where providers are delivering the assessment with assessors remaining at each station, providers must have ensured that there is mechanism by which the students' assessment booklets can be kept securely between stations
- assessors will need to collect the students' completed assignment brief booklets at the end of the assessment

## Assessor information

### Marks

- the marks available for each practical activity scenario are shown in brackets
- the marks for this assessment are broken down into scenario specific skills and underpinning skills:
- 16 marks are available for scenario specific skills - students will be awarded a scenario specific skills mark for their performance in each practical activity scenario they demonstrate
- 12 marks are available for underpinning skills - students will be awarded an underpinning skills mark for their holistic application of these skills in their performance across the practical activity scenarios they demonstrate
- the maximum mark for this assessment is 76

### Materials

For this assessment students must have:

- a black or blue ball-point pen

### Equipment and resources

The equipment and resources listed under each practical activity scenario are in line with those detailed in the qualification specification. All equipment and resources should be familiar to the student and used during teaching and learning delivery of the qualification.

### Standardised patients and role play

Where the practical activity scenario requires a standardised patient (SP) or element of role play, these roles must be fulfilled by a member of the provider staff. It is not appropriate to use students or any other person in these roles for the assessment.

Standardised patients and role players (RP) must be fully briefed on the requirements of their role in each of the scenarios, prior to the assessments taking place. Role play scripts are provided in the resources where appropriate.

### Number of provider staff required

The table below indicates the number of provider staff that are needed to deliver **each** practical activity scenario.

Practical activity scenario	Assessor	SP/RP*	Total
1	1	1	2
2	1	1	2
3	1	1	2
4	1	1	2

Note: the assessor will act as one of the role players if their role is minimal and **only** where it does not distract from the focus being on applying the mark scheme. Further detail is provided in the specific requirements for each practical activity scenario.



## Assessing the practical activity stations

Providers can manage the marking of the practical activity assessment in 2 ways:

- individual students are assessed on all practical activity stations by **one** assessor or
- individual students are assessed by **multiple** assessors located at the different practical activity stations

It is the internal moderator's responsibility to ensure that the assessor's marking, in either approach, is in line with the agreed standard.

SAMPLE

## Practical activities assessment (PAA) delivery

For further guidance on the general delivery of the PAA, please refer to the tutor guidance document which can be found on the NCFE website.

Please be aware that the details provided in this section, whilst reflecting the assignment brief document given to students, do contain additional information. The additional information is provided to help providers establish a consistent approach to the delivery and marking of the PAA.

Most of the items contained within this document will be repeated in the student's assignment brief. There will, however, be instances where providers need to make copies of items from this document. Clear instructions will be given where this is the case.

SAMPLE

## Practical activity scenario 1

This practical activity scenario requires students to:

OPA5: Support risk assessments for adults and escalate findings.

### Purpose

To assess the student's ability to assess the risk of malnutrition for the patient and establish appropriate nutritional assessment to inform their care.

### Brief

An 87-year-old female was admitted to her local care home following concerns of self-neglect. An assessment was completed as part of her admission to the care home, which included calculating her body mass index (BMI). Since admission four weeks ago she has expressed that her appetite has decreased further and there are concerns that she is losing more weight.

The senior care worker has asked you to help them to address the weight loss concern.

### Task

Take the individual's height and weight and use this information to calculate their BMI. Record on the daily care notes (Item B). Using information from the admission paper care plan (Item A) and your record of her current weight/BMI, complete the malnutrition screening tool (MST) (Item C) with the individual, to score their risk of malnutrition.

Provide a written plan of care for the individual, using the information above.

Update all actions taken on the daily care notes (Item B).

[16 marks]

Plus marks for underpinning skills – person-centred care and service frameworks, communication and health and safety.

## Supporting information

### Mode of assessment

This practical activity scenario involves role play. A member of staff will play the role of the individual. The individual should be sat in a chair with the student sat in the adjacent chair at the start of the assessment.

The assessor will advise the student prior to taking the individual's height and weight to calculate the BMI that they should use the measurements that are on the weighing scale and measuring tape as the actual recorded weight and height of the individual. However, the student still needs to show that they are able to undertake the process of taking the individuals height/weight using the relevant equipment.

### Resources

Students will be provided with the individual's admission paper care plan (Item A), daily care notes (Item B) and the malnutrition screening tool (MUST) (Item C).

### Equipment

This practical activity scenario requires the following equipment:

- two chairs
- measuring tape (sticker over 160cm/1.6m or written on 1.6m)
- weighing scale (sticker over reading with the weight of: 45kg)
- handwashing equipment
- calculator

## Time

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

## Performance outcomes

This practical activity scenario assesses:

OPA5: Support risk assessments for adults and escalate findings.

## Role play information

The individual is cooperative and should act within the parameters written in the admission documentation.

The individual can feedback if asked, however answers given should be within the parameters of the admission documentation given.

When answering questions from the malnutrition screening tool (MST) the individual should answer that they know they have lost weight as their clothes feel loose but they are not sure how much they have lost. They should ask the student to confirm how much they have lost since admission four weeks ago. The student can then record this weight loss on the MST tool. The individual should also answer that they have been eating poorly because of a decreased appetite.

## Item A: admission paper care plan

<b>Name</b>	Individual
<b>Date of birth</b>	22/01/1936
<b>Home address</b>	Small Flat Modern City
<b>Next of kin</b>	Alone
<b>Name of GP</b>	Dr Sharif
<b>Social history</b>	Widowed
<b>Occupation</b>	Retired
<b>Smoking</b>	Previous smoker
<b>Alcohol</b>	None
<b>Exercise</b>	Sedentary lifestyle
<b>Diet</b>	Poor. Admits has been skipping meals due to lack of appetite. Individual enjoys sweet food and favourite foods are desserts, chocolate and having biscuits with her warm drinks.
<b>Children</b>	2 daughters – live away
<b>Medical history</b>	Previous hip replacement
<b>Mental health status</b>	Can be forgetful
<b>Medication</b>	N/A
<b>Allergies</b>	N/A
<b>Additional information</b>	Individual admitted due to self-neglect at home Able to mobilise independently No communication issues known Weight on admittance: 48kg BMI on admittance: 18.7

## Item B: daily care notes

	Daily Log Patient: Individual DOB: 22/01/1936		
Date	Time	Actions taken	Signatures

SAMPLE

## Item C: Malnutrition screening tool

### STEP 1 QUESTION A & QUESTION B

**Question A: Have you lost weight recently without trying?**

No = 0  
 Unsure = 2

If YES, how much weight (in kg\*) have you lost?

1-5 kg = 1  
 6-10 kg = 2  
 11-15 kg = 3  
 >15 kg = 4  
 Unsure = 2

Weight Loss Score:

**Question B: Have you been eating poorly because of a decreased appetite?**

No = 0  
 Yes = 1

Appetite Score:

### STEP 2 TOTAL MST SCORE

Add Weight Loss & Appetite Scores

Total MST Score:

**MST Score 2 or more = Patient**

### STEP 3 MANAGEMENT PLAN

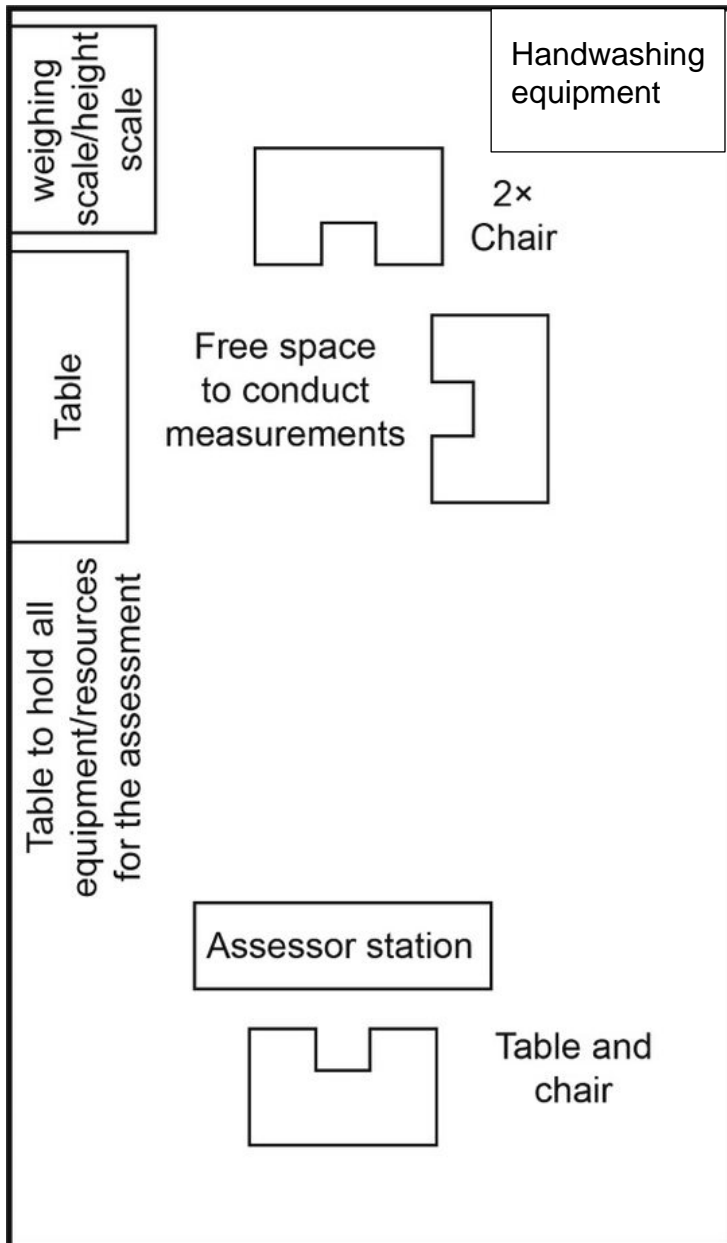
**Score 0-1:** Monitor weight and re-screen weekly or in line with local policy.

**Score 2 or more:** Monitor nutritional intake, use strategies to improve nutritional intake and refer to dietitian or implement local policy.

#### Approximate Weight Conversion Chart

Kilograms	Pounds	Score
1-5 kg	2-11 lbs	1
6-10 kg	12-22 lbs	2
11-15kg	23-33 lbs	3
>15 kg	> 33 lbs	4

## Floor plan scenario 1





## Practical activity scenario 2

This practical activity scenario requires students to:

OPA8: Undertake and record interventions to treat and prevent skin conditions.

### Purpose

To assess the student's ability to assess the skin integrity of the patient and apply appropriate treatment.

### Brief

A 30-year-old individual has attended his local general practice (GP) to discuss worsening symptoms of his psoriasis. He previously was prescribed steroid cream but did not finish using the treatment.

The GP has undertaken a skin integrity assessment and has noted that the skin on the areas affected is raised, dry, irritated, and red with a silvery white scale. The patient has communicated that the areas are very itchy.

The GP has asked you to support in recording the skin assessment and discussing care and treatment with the individual.

### Task

Using the information in the brief and the photograph of the patient's psoriasis (Item E), complete the body map (Item F) with all relevant information.

Carry out a discussion with the patient about the care and treatment of their skin condition. Using information from the patient's notes (Item D) provide guidance about any lifestyle changes the patient can make to help reduce symptoms.

[16 marks]

Plus marks for underpinning skills – person-centred care and service frameworks, communication and health and safety.

## Supporting information

### Mode of assessment

This practical activity scenario involves role play. A member of staff will play the role of the patient (see role play information below). The patient should be sat in a chair with the student sat in the adjacent chair at the start of the assessment.

### Resources

Students will be provided with the patient's notes (Item D), a photograph of the patient's psoriasis (Item E) and a blank body map (Item F).

### Equipment

This practical activity scenario requires the following equipment:

- two chairs
- table with resources for the assessment on

## **Time**

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

## **Performance outcomes (POs)**

This practical activity scenario assesses:

OPA8: Undertake and record interventions to treat and prevent skin conditions.

## **Role play information sheet**

The patient should act and respond to questions within the parameters written in the patients notes and scenario.

If asked why they did not finish their last course of treatment the patient can state that they did not think it was effective.

If the individual is asked about any further skin issues, they should state there is only psoriasis on their arms.

SAMPLE

## Item D: patient's notes

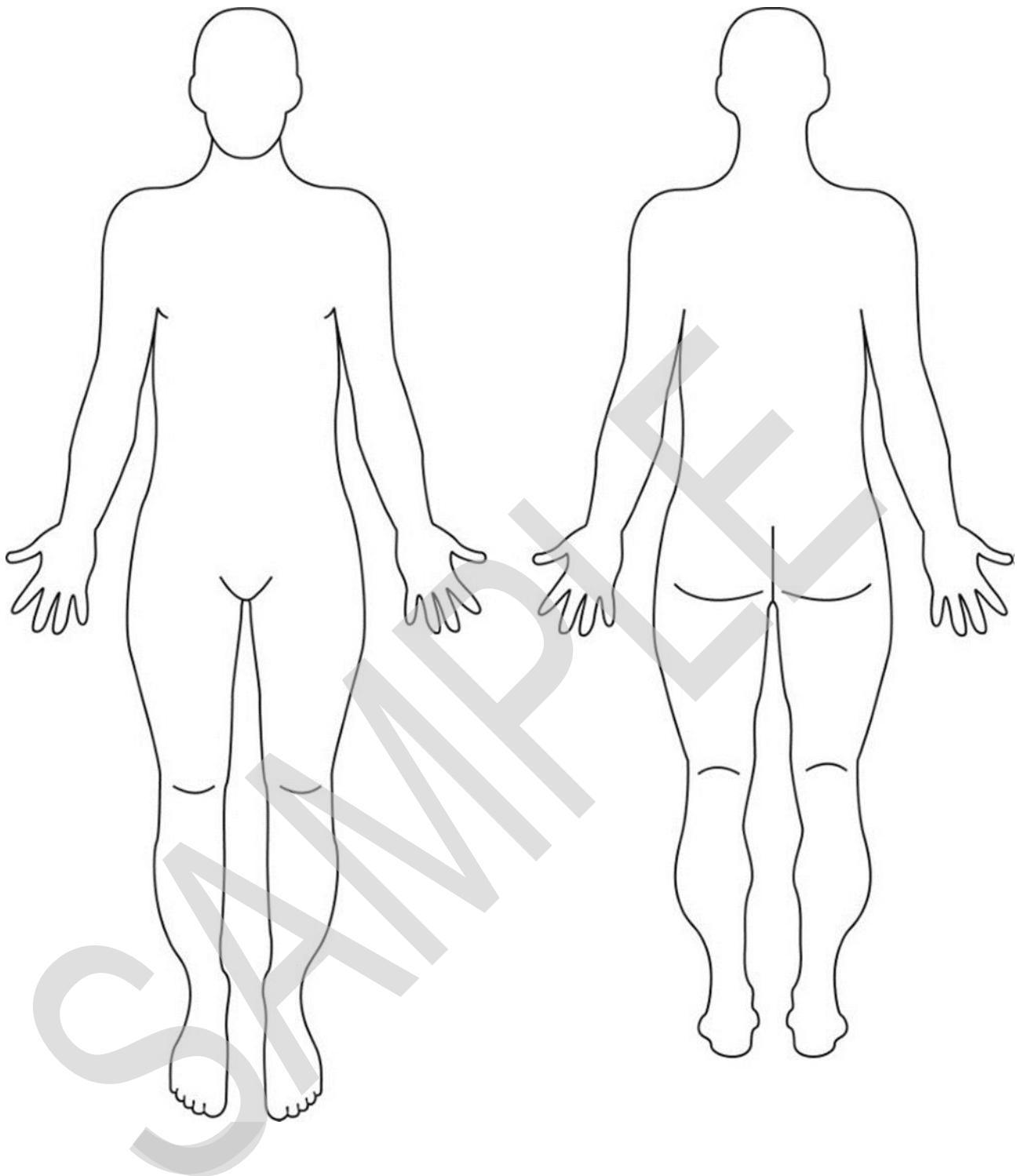
<b>Name</b>	Individual
<b>Date of birth</b>	27/10/1993
<b>Home address</b>	The Cottage Small Town
<b>Next of kin</b>	Wife
<b>Name of GP</b>	Dr Smith
<b>Social history</b>	Lives with wife and son
<b>Occupation</b>	Finance manager
<b>Smoking</b>	Smoker – 10 per day
<b>Alcohol</b>	14 units per week
<b>Exercise</b>	Sedentary lifestyle
<b>Diet</b>	Eats a lot of high fat food
<b>Children</b>	1 son – 2 years old
<b>Medical history</b>	Psoriasis from childhood
<b>Mental health status</b>	Good – no concerns
<b>Medication</b>	N/A
<b>Allergies</b>	N/A

## Item E: photograph of patient's psoriasis

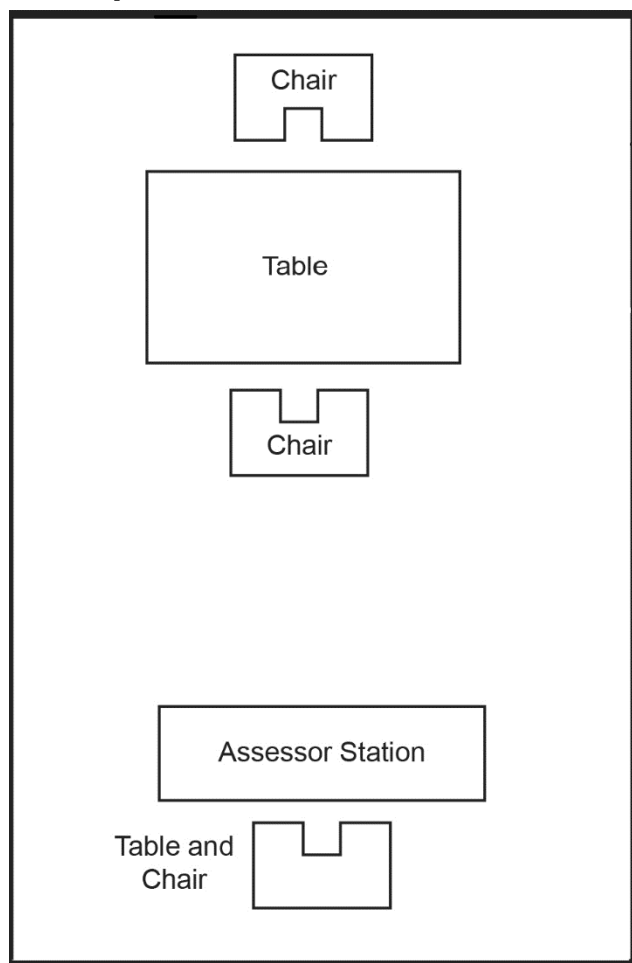


SAMPLE

## Item F: body map



## Floor plan scenario 2



## Practical activity scenario 3

This practical activity scenario requires students to cover:

OPA7: Provide the appropriate care to reduce the risk of pressure ulcers developing or deteriorating and record interventions.

### Purpose

To assess the student's ability to use standard assessment tools to provide pressure relief for the patient.

### Brief

A 59-year-old patient with a diagnosis of multiple sclerosis has been admitted to his local hospital with a suspected urinary tract infection. The patient has difficulties with speech and speaks slowly.

The patient is bedbound and requires assistance with pressure area care.

### Task

Using information from the moving and handling risk assessment (Item H) turn the individual in bed, providing instructions to the healthcare assistant on how they can assist you.

Complete the daily care notes document (Item G) with all relevant information.

[16 marks]

Plus marks for underpinning skills – person-centred care and service frameworks, communication and health and safety.

## Supporting information

### Mode of assessment

This practical activity scenario involves role play. A member of staff will play the role of a healthcare assistant who can assist with the turning of the patient. The patient will be played by a manikin. The manikin should be positioned laying down in the hospital bed when the student moves to the station and be in the position of the image on item I. An additional member of staff will communicate for the manikin (see role play information).

### Resources

Students will be provided with the daily care notes document (Item G) and the patient's moving and handling risk assessment (Item H)

The assessor and members of staff playing the healthcare assistant and voice of the manikin will also be provided with the patient (manikin's) position for role play (Item I). This does not appear in the student's version of the assessment.

### Equipment

This practical activity scenario requires the following equipment:

- a manikin
- a hospital bed
- slide sheets

- pillows
- PPE: gloves, apron
- handwashing equipment

## Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 30 minutes.

## Performance outcomes (POs)

This practical activity scenario assesses:

OPA7: Provide the appropriate care to reduce the risk of pressure ulcers developing or deteriorating and record interventions.

## Role play information

### Member of staff playing the healthcare assistant

The healthcare assistant should be quiet and respond to instruction only from the student. The healthcare assistant should be a member of staff with moving and handling training and will assist the student in turning the individual using the slide sheets.

If the student instructs the healthcare assistant to move the patient without the slide sheets, they must refuse based on unsafe practice.

### Member of staff communicating for the patient (manikin)

The patient should only respond to instructions and any questions asked. For example, are you comfortable? 'yes I am'. The individual should speak slowly.



### Item G: daily care notes

	Daily Log Patient: Individual DOB: 05/01/1964		
Date	Time	Actions taken	Signatures

SAMPLE

## Item H: moving and handling risk assessment

Person's Name: Individual

Address: 26 Oak Street

Date of Birth: 05.01.1964

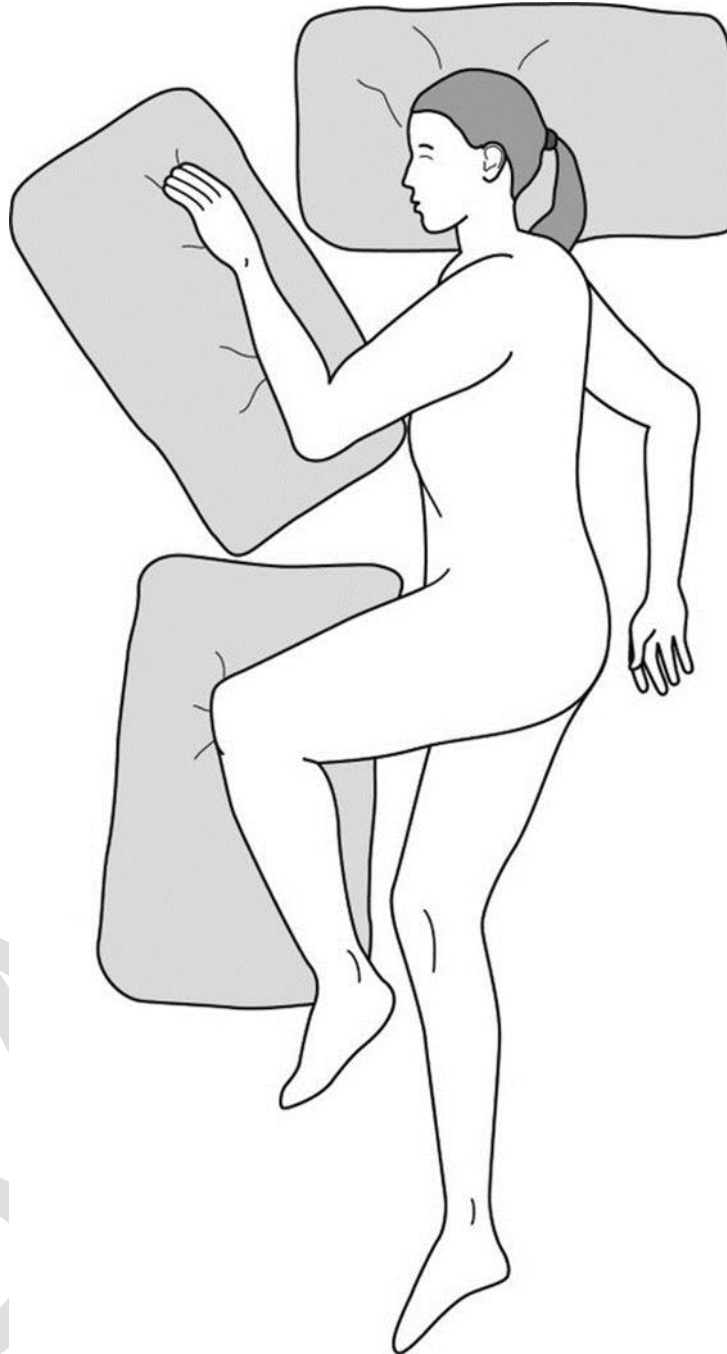
Weight: 73 (kgs)

Independent – no further action required:  Stature:  Tall  Medium  Short

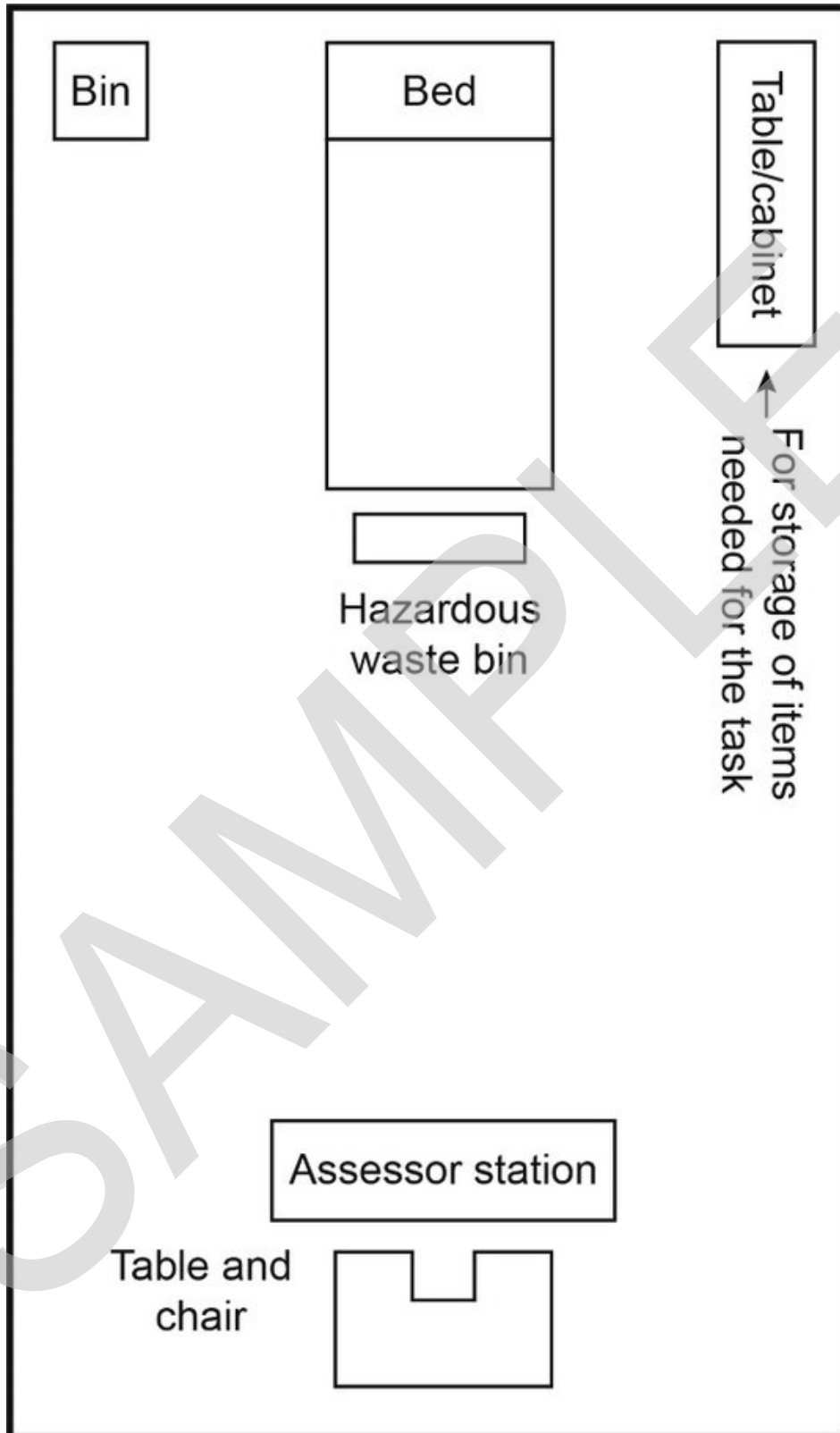
### Safer Handling Plan

Task	No. of staff	Equipment	Method/Notes
Turning in Bed	2	Slide Sheets	To alternate positions and for a pillow to be placed in-between the knees to prevent pressure sores
Moving up/down the bed	2	Slide Sheets/Hoist if appropriate	To alternate positions and for a pillow to be placed in-between the knees to prevent pressure sores
Sitting up in bed	1/2	Hospital Bed Mechanism or Slide Sheets if appropriate	Pillow to be placed between the patient's knees Collar cushion to be used to support the patient's neck
In and out of bed	2	Hoist	Hoist sling in patient's bedside cabinet (check date for replacement)
Transfer bed to trolley	2	Hoist	Hoist sling in patient's bedside cabinet (check date for replacement)
Transfer bed to chair	2	Hoist	Hoist sling in patient's bedside cabinet (check date for replacement)
Transfer chair to chair	2	Hoist	Hoist sling in patient's bedside cabinet (check date for replacement)
Repositioning in chair	2	Slide Sheets/hoist	Clinical judgement needed for appropriate equipment for the reposition needed
Transfer to standing	N/A	N/A	Patient unable to stand
Toileting	2	Hoist	Hoist sling in patient's bedside cabinet (check date for replacement) Hoist onto commode
Bathing/Washing	2	Slide Sheets/Hoist	Clinical judgement needed for appropriate equipment for the reposition needed

## Item I: patient position for role play



### Floor plan scenario 3



## Practical activity scenario 4

This practical activity scenario requires students to:

OPA3: Perform the sequence to steps for basic life support (BLS).

### Purpose

To assess the students' ability to demonstrate the sequence of steps for BLS

### Brief

As part of a care home's mandatory training for new staff, they require staff to undertake basic life support (BSL) training.

You have attended this training as a new member of staff and have been asked by the care home manager to demonstrate your knowledge and skills of basic life support (BLS).

### Task

Demonstrate the sequence of steps for basic life support (BLS) on the manikin.

Verbally explain each step to the care home manager.

[16 marks]

Plus marks for underpinning skills – person-centred care and service frameworks and communication.

## Supporting information

### Mode of assessment

This practical activity scenario involves role play. A member of staff will play the role of the care home manager.

The care home manager should remain quiet and only respond to acknowledge steps been identified by the student.

The assessor should use Item J to assess the competency of each of the steps of BLS. This does not appear in the student's version of the assessment.

### Equipment

You have access to the following equipment:

- PPE – gloves, apron
- a manikin (CPR)
- cleaning wipes
- handwashing equipment

## **Time**

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

## **Performance outcomes (POs)**

This practical activity scenario assesses:

OPA3: Perform the sequence to steps for Basic Life Support (BLS).

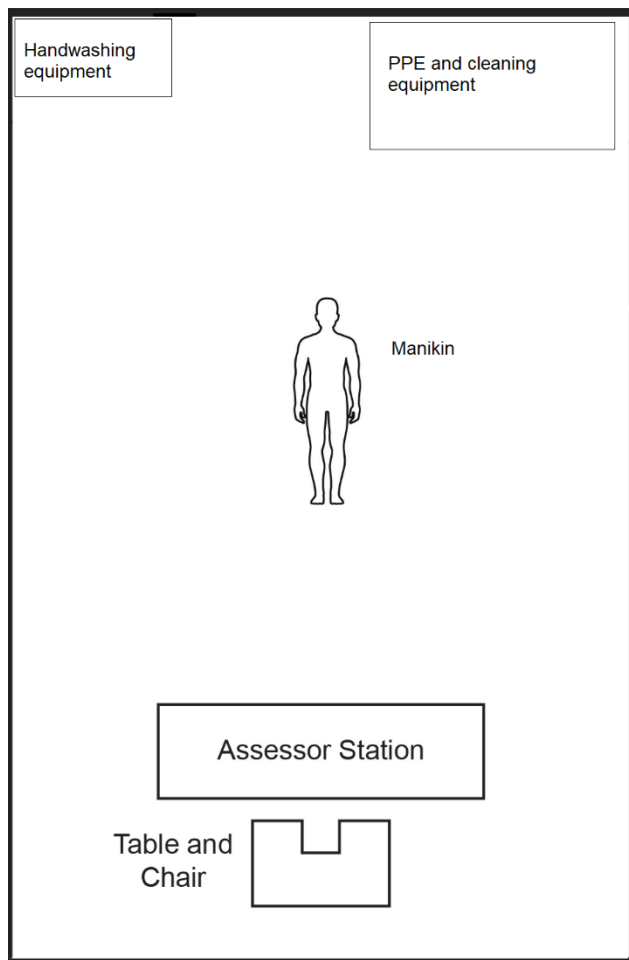
SAMPLE

## Item J: Basic Life Support (BLS) assessment

Task	Does the student complete this competently?	Additional comments
Step 1		
Step 2		
Step 3		
Step 4		
Step 5		
Step 6		

Guidelines based of the UK Resuscitation Council 2022).

## Floor plan scenario 4





## Practical activities assessment (PAA) mark scheme

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

The following marking grids should be used to assess students and award marks for the scenario specific skills and underpinning skills. The indicative content for the scenario specific skills is for the practical activity scenarios set for the (insert series) 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 which can be found on the NCFE website.

Assessors are reminded that they should complete a student assessment record form to record descriptive information and evidence of the student's skills and knowledge demonstrated during the PAA. The student assessment record form can be found on the NCFE website.

## Marking guidance

### Marking grid

The marking grids for the scenario specific skills and the underpinning skills identify the 4 assessment criteria that students are assessed against. Each assessment criterion is out of a total of 4 marks.

The assessment criteria are broken down into 4 bands with a corresponding descriptor. 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 for that assessment criterion, for example band 1 = 1 mark and band 4 = 4 marks. There is a total of 16 marks available for the scenario specific skills and 12 marks available for the underpinning skills mark schemes which should be used in accordance with the assessment requirements (see page 8 for details).

When determining marks for scenario-specific skills, assessors should only consider the quality of the student's performance in that scenario. When determining a band/mark, assessors' decisions should be based on the overall quality of the student's performance in relation to the descriptors. If the student's performance covers different aspects of different bands, assessors should use a best-fit approach to award the band/mark.

When determining marks for underpinning skills, the assessor should consider performance across all scenarios. Where certain scenarios do not provide opportunities for students to demonstrate an underpinning skill, students should not be penalised; the mark awarded should be based on the quality of the student's performance in scenarios where the underpinning skills have emerged. When determining a band/mark, assessors' decisions should be based on the overall quality of the student's performance in relation to the descriptors. If the student's performance of a particular underpinning skill is inconsistent across scenarios, and 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.

## Scenario-specific skills marking grid

Band	Demonstration of knowledge and understanding of the delegated clinical skills		Application of best practice, agreed ways of working and regulations/legislation in relation to delegated clinical skills		Use of equipment and/or materials and/or resources in relation to delegated clinical skills		Gaining, recording, using and/or presenting data and/or information in relation to delegated clinical skills	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
4	4	The student demonstrates <b>excellent</b> knowledge and understanding of the delegated clinical skills, that is <b>sustained</b> throughout the student's practice.	4	The student demonstrates a <b>highly effective</b> application of the delegated clinical skills that is <b>consistently</b> in line with best practice techniques and agreed ways of working.  The student's adherence to the appropriate regulations/legislation is <b>excellent</b> and demonstration of the clinical skills is <b>always</b> within the scope of their role and responsibilities.	4	The student demonstrates <b>highly proficient</b> use of equipment and/or materials and/or resources, which are <b>always</b> applied with accuracy and precision. The student monitors and maintains equipment and/or materials and/or resources in a <b>highly effective</b> way and <b>always</b> ensures that the equipment and/or materials and/or resources are available and correctly located, as applicable.	4	The student gains, records, uses and/or presents data and/or information in a <b>highly effective</b> and <b>clear</b> way, when assisting with the delegated clinical skills.  The student <b>consistently</b> organises findings and information logically, as appropriate.

Band	Demonstration of knowledge and understanding of the delegated clinical skills		Application of best practice, agreed ways of working and regulations/legislation in relation to delegated clinical skills		Use of equipment and/or materials and/or resources in relation to delegated clinical skills		Gaining, recording, using and/or presenting data and/or information in relation to delegated clinical skills	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
3	3	The student demonstrates <b>good</b> knowledge and understanding of the delegated clinical skills, that is <b>largely sustained</b> throughout the student's practice.	3	The student demonstrates an <b>effective</b> application of the delegated clinical skills that is <b>mostly</b> in line with best practice techniques and agreed ways of working.  The student's adherence to the appropriate regulations/legislation is <b>good</b> and demonstration of the clinical skills is <b>usually</b> within the scope of their role and responsibilities.	3	The student demonstrates <b>proficient</b> use of the equipment and/or materials and/or resources, which are <b>usually</b> applied with accuracy and precision.  The student monitors and maintains equipment and/or materials and/or resources in an <b>effective</b> way and <b>mostly</b> ensures that the equipment and/or materials and/or resources are available and correctly located as applicable.	3	The student gains, records, uses and/or presents data and/or information in an <b>effective</b> and <b>mostly clear</b> way, when assisting with the delegated clinical skills.  The student <b>usually</b> organises findings and information logically, as appropriate.

Band	Demonstration of knowledge and understanding of the delegated clinical skills		Application of best practice, agreed ways of working and regulations/legislation in relation to delegated clinical skills		Use of equipment and/or materials and/or resources in relation to delegated clinical skills		Gaining, recording, using and/or presenting data and/or information in relation to delegated clinical skills	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
2	2	The student demonstrates <b>satisfactory</b> knowledge and understanding of the delegated clinical skills, that is <b>partially sustained</b> throughout the student's practice.	2	The student demonstrates <b>reasonably effective</b> application of the delegated clinical skills that is <b>sometimes</b> in line with best practice techniques and agreed ways of working.  The student's adherence to the appropriate regulations/legislation is <b>satisfactory</b> and demonstration of the clinical skills is <b>sufficiently</b> within the scope of their role and responsibilities.	2	The student demonstrates <b>sufficient</b> use of the equipment and/or materials and/or resources, which are <b>sometimes</b> applied with accuracy and precision. The student monitors and maintains equipment and/or materials and/or resources in a <b>reasonably effective</b> way and <b>sometimes</b> ensures that the equipment and/or materials and/or resources are available and correctly located as applicable.	2	The student gains, records, uses and/or presents data and/or information in a <b>reasonably effective and partially clear way</b> , when assisting with the delegated clinical skills.  The student <b>sometimes</b> organises findings and information logically, as appropriate.

Band	Demonstration of knowledge and understanding of the delegated clinical skills		Application of best practice, agreed ways of working and regulations/legislation in relation to delegated clinical skills		Use of equipment and/or materials and/or resources in relation to delegated clinical skills		Gaining, recording, using and/or presenting data and/or information in relation to delegated clinical skills	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
1	1	The student demonstrates <b>basic</b> knowledge and understanding of the delegated clinical skills, that is <b>fragmented</b> throughout the student's practice.	1	The student demonstrates <b>minimally effective</b> application of the delegated clinical skills that is <b>rarely</b> in line with best practice techniques and agreed ways of working.  The student's adherence to the appropriate regulations/legislation is <b>poor</b> and their demonstration of clinical skills is <b>minimal</b> , within the scope of their role and responsibilities.	1	The student demonstrates <b>poor</b> use of the equipment and/or materials and/or resources, which are <b>rarely</b> applied with accuracy and precision.  The student monitors and maintains equipment and/or materials and/or resources with <b>limited effectiveness</b> and <b>rarely</b> ensures that equipment and/or materials and/or resources are available and correctly located, as applicable.	1	The student gains, records, uses and/or presents data and/or information in a <b>minimally effective</b> and <b>clear</b> way when assisting with the delegated clinical skills.  The student <b>rarely</b> organises findings and information logically, as appropriate.
0	No evidence demonstrated or nothing worthy of credit.							

## Underpinning skills marking grid

Band	Person-centred care and service frameworks		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
4	4	<p>The student demonstrates <b>highly effective</b> person-centred care, ensuring that an <b>excellent</b> standard of safe and high-quality care is provided to <b>all</b> individuals.</p> <p>The student's adherence to the appropriate standards and frameworks is <b>excellent</b>, demonstrating <b>exceptional</b> core values of care, when assisting the adult nursing team with clinical skills.</p>	4	<p>The student demonstrates <b>highly effective</b> communication skills when assisting with delegated clinical skills for adults.</p> <p>The student <b>always</b> ensures that appropriate communication techniques are adopted to enhance the experience of the individual and family members/carers, where applicable.</p> <p>The student uses technical language with <b>accuracy</b> and they <b>always</b> demonstrate active listening to meet the needs of the individuals.</p>	4	<p>The student's adherence to and compliance with health and safety regulations and legislation that keeps individual's safe when assisting with delegated clinical skills is <b>excellent</b>.</p> <p>The student <b>always</b> monitors and maintains the clinical environment and demonstrates <b>highly effective</b> infection prevention and control procedures.</p>

Band	Person-centred care and service frameworks		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
3	3	<p>The student demonstrates <b>effective</b> person-centred care, ensuring that a <b>good</b> standard of safe and high-quality care is provided to <b>most</b> individuals.</p> <p>The student's adherence to the appropriate standards and frameworks is <b>good</b>, demonstrating <b>good</b> core values of care, when assisting the adult nursing team with clinical skills.</p>	3	<p>The student demonstrates <b>effective</b> communication skills when assisting with delegated clinical skills for adults.</p> <p>The student <b>usually</b> ensures that appropriate communication techniques are adopted to enhance the experience of the individual and family members/carers as appropriate, when assisting with delegated clinical skills for adults.</p> <p>The student's use of technical language is <b>generally accurate</b>, and they <b>usually</b> demonstrate active listening to meet the needs of the individuals.</p>	3	<p>The student's adherence to and compliance with health and safety regulations and legislation that keeps individual's safe when assisting with delegated clinical skills is <b>good</b>.</p> <p>The student <b>mostly</b> monitors and maintains the clinical environment and demonstrates <b>effective</b> infection prevention and control procedures.</p>

Band	Person-centred care and service frameworks		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
2	2	<p>The student demonstrates <b>reasonably effective</b> person-centred care, ensuring that a <b>satisfactory</b> standard of safe and high-quality care is provided to <b>some</b> individuals.</p> <p>The student's adherence to the appropriate standards and frameworks is <b>satisfactory</b>, demonstrating <b>sufficient</b> core values of care, when assisting the adult nursing team with clinical skills.</p>	2	<p>The student demonstrates <b>reasonably effective</b> communication skills when assisting with delegated clinical skills for adults.</p> <p>The student <b>sometimes</b> ensures that appropriate communication techniques are adopted to enhance the experience of the individual and family members/carers as appropriate, when assisting with delegated clinical skills for adults.</p> <p>The student's use of technical language is <b>partially accurate</b>, and they <b>sometimes</b> demonstrate active listening to meet the needs of the individuals.</p>	2	<p>The student's adherence to and compliance with health and safety regulations and legislation that keeps individual's safe when assisting with delegated clinical skills is <b>satisfactory</b>.</p> <p>The student <b>sometimes</b> monitors and maintains the clinical environment and demonstrates <b>sufficient</b> infection prevention and control procedures.</p>



Band	Person-centred care and service frameworks		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
1	1	<p>The student demonstrates <b>minimally effective</b> person-centred care, meaning that a <b>limited</b> standard of safe and high-quality care is provided to <b>most</b> individuals.</p> <p>The student's adherence to the appropriate standards and frameworks is <b>poor</b>, demonstrating <b>limited</b> core values of care, when assisting the adult nursing team with clinical skills.</p>	1	<p>The student demonstrates <b>minimally effective</b> communication skills when assisting with delegated clinical skills for adults.</p> <p>The student <b>occasionally</b> ensures that appropriate communication techniques are adopted to enhance the experience of the individual and family members/carers as appropriate, when assisting with delegated clinical skills for adults.</p> <p>The student's use of technical language is <b>limited</b> in <b>accuracy</b> and they <b>rarely</b> demonstrate active listening to meet the needs of the individuals.</p>	1	<p>The student's adherence to and compliance with health and safety regulations and legislation that keeps individual's safe when assisting with delegated clinical skills is <b>poor</b>.</p> <p>The student <b>rarely</b> monitors and maintains the clinical environment and demonstrates <b>limited</b> infection prevention and control procedures.</p>
0	No evidence demonstrated or nothing worthy of credit.					

## Indicative content

### Practical activity scenario 1

The student should:

- appropriately follow infection control procedures (handwashing)
- demonstrate the ability to appropriately take the individual's height and weight using the following techniques or other appropriate and safe actions:
- assists the patient to stand onto the scales with their feet flat on the scales
- asks the patient to stand with their feet flat on the floor to measure their height
- calculates the patient BMI accurately using the height and weight readings and records this on item B daily care notes
- gain consent from the patient to collect any information given and to complete the assessments required
- demonstrate appropriate risk assessment using the MST tool
- effectively communicate with individual throughout all actions taken
- initiate the appropriate actions and plan of care from information gained
- accurately updates the daily care log with all actions taken

Accept other appropriate actions.

### Practical activity scenario 2

The student should:

- accurately records the patient's psoriasis by marking on the body map the location of the psoriasis and any of the following could also be recorded:
  - the severity of the psoriasis
  - the appearance of the patient's skin (raised, red with a silvery white scale)
  - the patient's skin integrity (dry, irritated)
- discuss appropriate care and treatment of the skin condition, examples could include:
  - topical creams, ointments
  - phototherapy
  - keeping skin moist
  - avoiding scratching
- provide appropriate guidance on lifestyle changes the patient could make to help reduce symptoms, examples could include:
  - stopping smoking
  - eating a healthy diet
  - regular exercise

Accept other appropriate actions.

### Practical activity scenario 3

The student should:

- appropriately follow infection control procedures (applying PPE, handwashing)
- demonstrate the ability to provide the appropriate care to reduce the risk of pressure ulcers developing or deteriorating and record interventions
- gain consent from the patient to change their position and explain this is to reduce the risk of pressure sores
- follow the patients plan for moving and handling and chose the appropriate method of turning the patient using the slide sheets.
- Instruct the healthcare assistant on how to assist to turn the patient safely
- ensure comfort throughout the procedure
- accurately document, including the patients' previous position, the methods used to position the patient and the new position for the patient to prevent skin breakdown
- communicate clearly and concisely with the patient and allow them time to respond to any comments or questions throughout the task
- advise the patient about the importance of position changes to prevent skin breakdown and maintaining skin integrity

Accept other appropriate actions.

### Practical activity scenario 4

The student should:

- appropriately follow infection control procedures (applying PPE, handwashing)
- follow the guidelines and policies in relation to performing basic life support (BLS) by the Resuscitation Council (UK).

the student should:

- be able to demonstrate and explain the steps for BLS as the following:
- step 1: shout for help
- step 2: eliminate dangers (assess surroundings)
- step 3: evaluate response (check patient response)
- step 4: airway (tilt chin lift)
- step 5: breathing (look, listen feel and rescue breaths)
- step 6: circulation (compressions)

## Performance outcome (PO) grid

Scenario	O-PO1	O-PO2	O-PO3	Total
1	8	8		16
2	2	1	13	16
3	15	1		16
4	8	8		16
Underpinning	6	5	1	12
<b>Total</b>	<b>39</b>	<b>23</b>	<b>14</b>	<b>76</b>
<b>% weighting</b>	<b>51.5</b>	<b>30</b>	<b>18.5</b>	<b>100</b>

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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	20 November 2023