

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Midwifery Team

Assignment 2 – Practical activities part 2

Provider delivery guide with mark scheme

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Assignment 2

Practical activities part 2

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SAMPLE

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

1 hour 40 minutes

Paper number

(paper number)

SAMPLE

Introduction

This document must be used to deliver and mark the practical activity assessment for the (insert series) series of Supporting the Midwifery 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 specialist 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 2 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

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 replicated 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 a mechanism by which students' assessment booklets can be kept securely between stations
- assessors will need to collect 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 have been used during teaching and learning delivery of the qualification. Indicative floor plans have been provided to assist with station layout.

Standardised patients and role play

Where the practical activity scenario requires a standardised patient 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 (SP) 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 two 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.

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 students' 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:

OPA 12: Assist the midwife with teaching parents how to interact with and meet the nutritional and hygiene needs of babies

Purpose

To assess the knowledge and skills the student has of promoting care of the newborn

Brief

You are working as a maternity support worker in a hospital. A first-time mother is being discharged from hospital with her baby. She has been breastfeeding her baby in hospital and would like to continue at home. She has requested some additional advice about how often her baby should be breastfed, good positions for breastfeeding and what she should be eating when breastfeeding. She has been shown how to safely bathe the baby in a baby bath but would also like some advice about topping and tailing.

Task

The midwife has asked you to provide advice to the mother on:

- responsive feeding
- breastfeeding positions
- nutritional needs when breastfeeding
- bathing – steps to topping and tailing, cord care, environment and equipment to be used

(16 marks)

plus marks for underpinning skills – woman-centred care, communication and health and safety

Supporting information

Mode of assessment

This practical activity scenario involves role play. The mother is played by a member of staff. The mother should be sat up in a chair in a simulated hospital room. The mother should be quiet and respond only within the parameters of information provided in the brief. The simulated station should be set up as a hospital room.

Equipment

This practical activity scenario requires the following equipment:

- simulated hospital room

- two chairs

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:

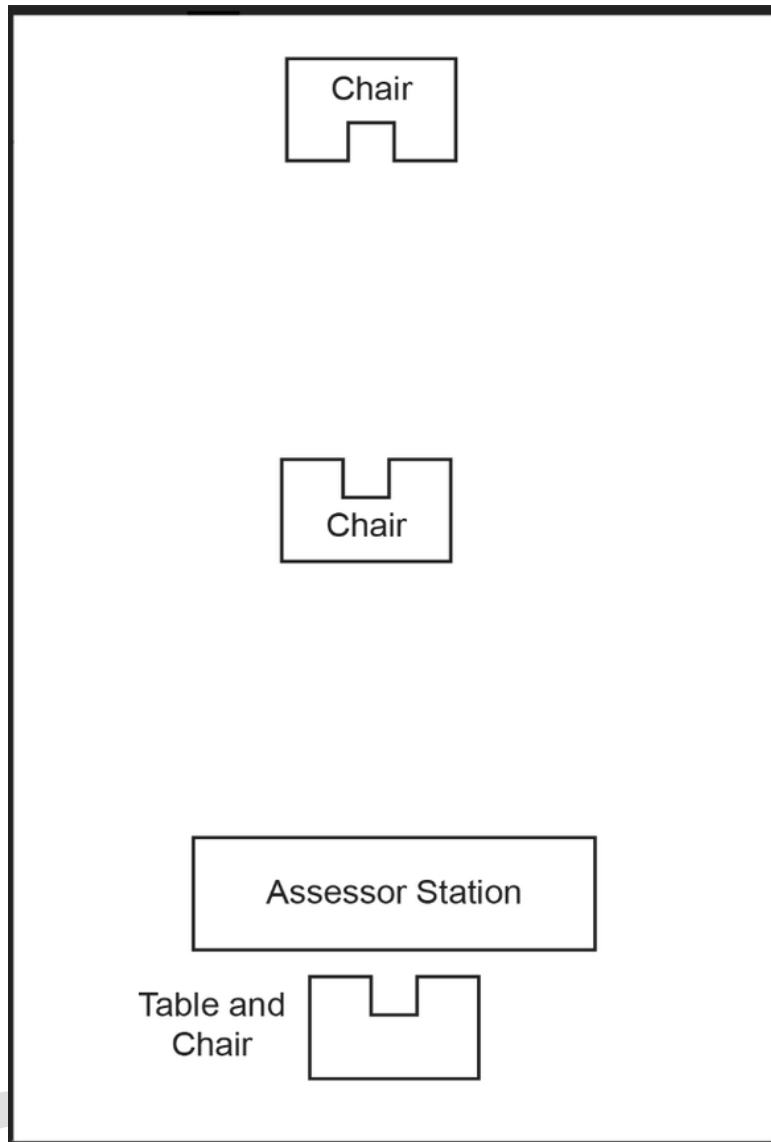
PO1: Assist the midwifery team with clinical tasks

PO2: Assist the midwife to provide care for mothers and support to parents at all stages, from antenatal, perinatal, and postnatal

PO3: Assist with the care of newborn babies by undertaking observations and measurements

SAMPLE

Floor plan scenario 1



Practical activity scenario 2

This practical activity scenario requires students to:

OPA2: Undertake and record physiological measurements as directed by the midwifery team, recognising and responding to deviations from normal using the modified early obstetric warning score (MEOWS) observation chart

Purpose

To assess the knowledge and skills the student has in undertaking and recording maternal physiological observations and screening,

Brief

A 25-weeks pregnant woman has just been referred to the maternity department at the hospital from her routine antenatal appointment with her midwife at her GP surgery, due to raised blood pressure and feeling unwell. The midwife within the maternity department has already completed some assessments, which are documented on the MEOWS 2 chart.

Task

Its 3pm and you have been asked by the midwife within the maternity department to take the following physiological measurements:

- blood pressure
- body temperature
- heart rate (pulse)
- respiratory rate

Record these measurements on the MEOWS chart (item A).

Feedback verbally to the midwife your findings from taking the physiological measurements and MEOWS recordings and what the appropriate response should be to the results.

(16 marks)

plus marks for underpinning skills – woman-centred care, communication and health and safety

Supporting information

Mode of assessment

This practical activity scenario involves role play. The woman is played by a manikin who should be lying on the hospital bed. The voice of the manikin is played by a member of staff. They can acknowledge the student when

they are greeted, respond to instructions and consent to the measurements being taken. They can feedback if asked, for example, 'Is that comfortable?' 'Yes, that is comfortable'.

The assessor should advise the student that they need to demonstrate taking the physiological observations on the manikin and once demonstrated the assessor should provide the following observations for the woman to be recorded on item A and used to provide feedback to the midwife.

- blood pressure: 150/90
- body temperature: 36.5°C
- heart rate (pulse): 90bpm
- respiratory rate: 15bpm

The midwife should be played by an additional member of staff. The member of staff should remain quiet and only respond to acknowledge the feedback being provided by the student.

Resources

Students are given the MEOWS chart (item A). Some of the areas of the MEOWS chart have already been completed.

Equipment

This practical activity scenario requires the following equipment:

- a hospital bed
- a manikin
- an automatic blood pressure monitor
- a digital thermometer
- a watch with second hand/stopwatch
- PPE – gloves, apron
- handwashing equipment
- Clinical waste kit

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:

PO1: Assist the midwifery team with clinical tasks

PO2: Assist the midwife to provide care for mothers and support to parents at all stages, antenatal, perinatal, and postnatal

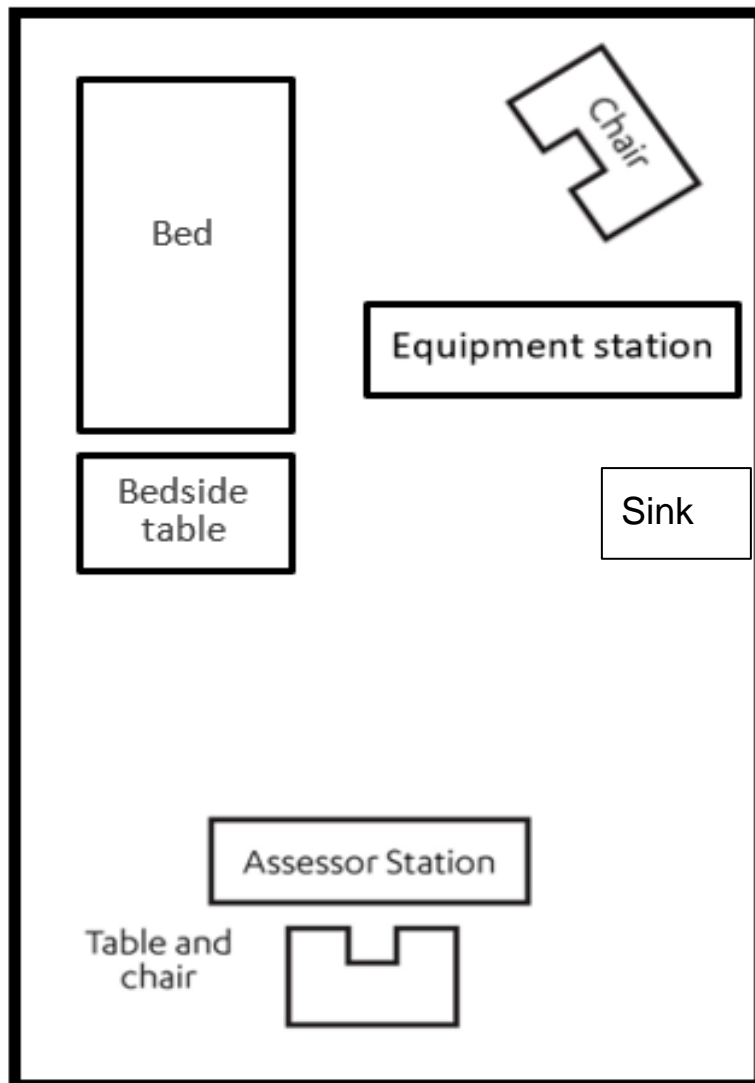
Item A: MEOWS Chart

Name:		ME(O)WS Modified Early Obstetric Warning System					
Unit No:		For Maternity use only					
1 light grey - discuss with midwife		1 dark grey / 2 light greys - escalate to obstetrician and co-ordinator					
Date		25/06/2023					
Time							
Resp (●)	>30						
	21-30						
	10-20						
	<10						
Saturations	96-100%	●					
	<95%						
O2 Cons							
Temp:°C (●)	39						
	38						
	37						
	36						
	35						
Maternal heart rate/pulse	170						
	160						
	150						
	140						
	130						
	120						
	110						
	100						
	90						
	80						
	70						
P (●)	60						
	50						
	40						

Booking BP		200							
		190							
Systolic blood pressure		180							
		170							
		160							
		150							
		140							
		130							
		120							
		110							
		100							
		90							
		80							
SBP (M)		70							
		60							
		50							
Diastolic blood pressure		130							
		120							
		110							
		100							
		90							
		80							
		70							
DBP (A)		60							
		50							
		40							
Passed	Y or N	Y							
Urine	>100mM in 4 hours	•							
	<100mM in 4 hours								
Proteinuria	2+								
	<2	•							
Neuro response (v)	alert	•							
	voice								
	pain/unresponsive								
Pain score	0	•							
	1-2								
	3								
Looks unwell	yes	•							
	no								
Total light grey scores									
Total dark grey scores									
Initials									

Physiological parameters	Normal values	Light grey alert	Dark grey alert
Respiratory rate	10–20 breaths per minute	21–30 breaths per minute	<10 or >30 breaths per minute
Oxygen saturation	96–100%		<95%
Temperature	36.0–37.4°C	35–36 or 37.5–38°C	<35 or >38°C
Systolic blood pressure	100–139mmHg	140–180 or 90–100mmHg	>180 or <90 mmHg
Diastolic blood pressure	50–89mmHg	90–100mmHg	>100mmHg or <50mmHg
Heart rate	50–99 beats per minute	100–120 or 40–50 beats per minute	<120 or >40 beats per minute
Neurological response	Alert	Voice	Unresponsive or pain

Floor plan scenario 2



Practical activity scenario 3

This practical activity scenario requires students to:

OPA8: Prepare, maintain and/or set up the birthing environment and equipment, as directed by the midwifery team

Purpose

To assess the knowledge and skills the student has in preparing the clinical area to ensure the birthing environment is fit for purpose.

Brief

You have recently started working in a maternity unit within a hospital and the midwife has asked you to support in preparing and setting up a delivery room with a birthing pool, as part of your induction training.

Task

You have been asked to prepare the birthing area appropriately including:

- cleaning the birthing pool
- setting up any additional equipment needed for the birthing pool
- setting up relevant equipment to take the following:
 - foetal heartbeat
 - blood pressure
 - oxygen saturation
 - temperature

Verbally explain to the midwife how the birthing pool should be filled and maintained to the correct temperature.

(16 marks)

plus marks for underpinning skills – woman-centred care, communication and health and safety

Supporting information

Mode of assessment

This practical activity scenario involves role play. The midwife is played by a member of staff. The member of staff should remain quiet and only respond to acknowledge the verbal explanation being provided by the student.

The simulated room should be set as though it is a hospital delivery room. There should be a storage cupboard stocked with all required equipment for the task and a table where smaller equipment can be set up, which is accessible to both the birthing pool and hospital bed.

Equipment

This practical activity scenario requires the following equipment:

- foetal doppler
- Pinard stethoscope
- automatic blood pressure monitor
- pulse oximeter
- digital body thermometer
- digital water thermometer
- birthing pool
- birthing pool liner
- PPE – gloves and apron
- non-slip waterproof sheet
- non-abrasive sponge
- non-abrasive detergent
- handwashing equipment
- clinical waste kit

Time

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

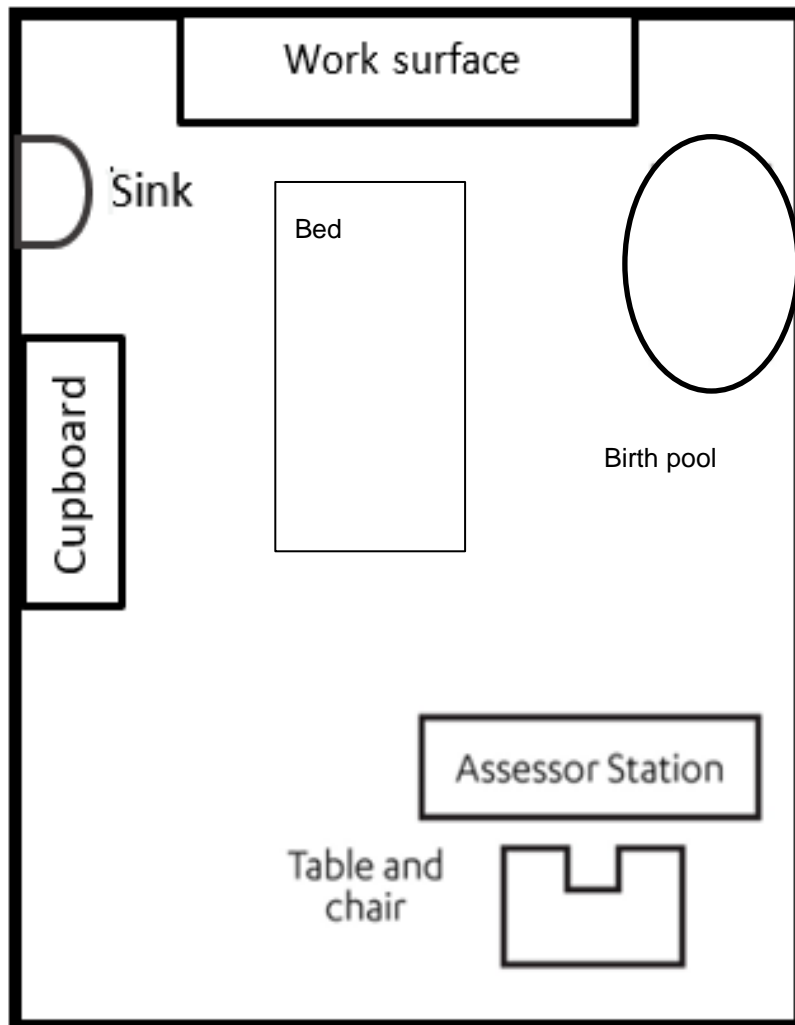
Performance outcomes

This practical activity scenario assesses:

PO1: Assist the midwifery team with clinical tasks

PO2: Assist the midwife to provide care for mothers and support to parents at all stages, from antenatal, perinatal, and postnatal

Floor plan scenario 3



Practical activity scenario 4

This practical activity scenario requires students to:

OPA15: Undertake and record physiological measurements in newborn babies, recognising and reporting any deviations from normal expected observations

Purpose

To assess the knowledge and skills the student has gained in relation to recognising any deviations from normal expected observations in newborn babies

Brief

A newborn baby has been born full term but there were some complications in labour requiring the baby to be monitored more frequently. The newborn is now 1 day old.

Task

You are asked by the midwife to take the following physiological observations of the newborn baby:

- body temperature
- respiratory rate
- heart rate

Record these observations on the physiological measurements form (item B) and verbally provide feedback to the midwife your findings, including any deviations from normal expected observations.

(16 marks)

plus marks for underpinning skills – woman-centred care and communication

Supporting information

Mode of assessment

This practical activity scenario involves role play. The newborn baby is played by a baby manikin. The midwife and mother of the baby are played by members of staff. The member of staff playing the mother should remain quiet and only respond to consent to the observations being taken. The member of staff playing the midwife should remain quiet and only respond to acknowledge the verbal feedback provided by the student.

The assessor should advise the student that they need to demonstrate taking the physiological observations on the baby manikin and once demonstrated the assessor should provide the following observations for the newborn baby to be recorded on item B and used to provide feedback to the midwife.

- body temperature: 37.8°C

- respiratory rate: 45bpm
- heart rate: 120bpm

Resources

You have been given a physiological measurement form (item B)

Equipment

You have access to the following equipment:

- digital thermometer
- a baby manikin
- a watch with second hand/stopwatch
- stethoscope
- handwashing equipment
- PPE – gloves and apron
- handwashing equipment
- clinical waste kit

Time

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

Performance outcomes

This practical activity scenario assesses:

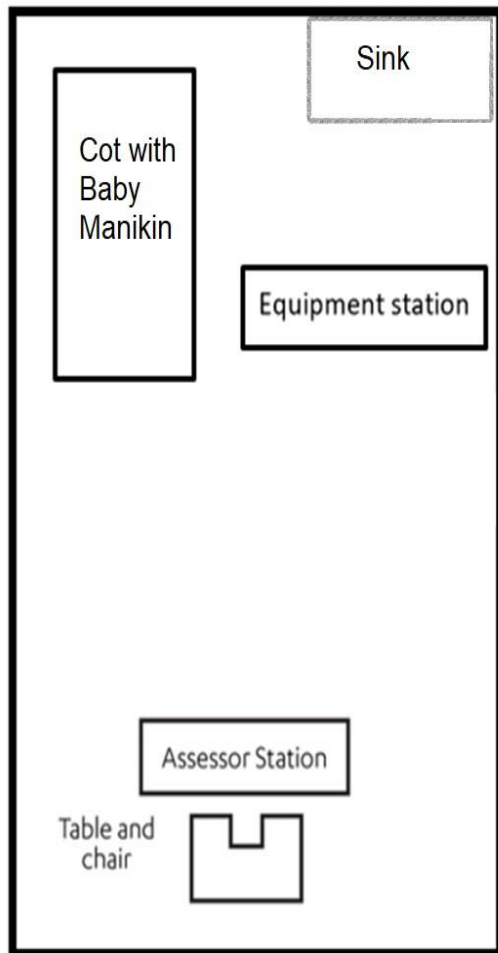
PO3: Assist with the care of newborn babies by undertaking observations and measurements

Item B: physiological measurements form

Use this form to make notes. This will not be marked as part of your assessment.

Physiological measurements			
Body temperature (°C)			
Respiratory rate (bpm)			
Heart rate (bpm)			

Floor plan scenario 4



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 at 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 are 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.

SAMPLE

Scenario-specific skills marking grid

Band	Demonstration of knowledge and understanding of the delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Application of best practice, agreed ways of working and regulations/legislation in relation to a delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Use of equipment and/or materials and/or resources in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team		Processing, recording, reporting and storing data and/or handling information in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
4	4	The student demonstrates excellent knowledge and understanding of the delegated tasks, interventions and procedures when assisting and/or supporting the midwife/midwifery team, that is sustained throughout the student's practice.	4	The student demonstrates highly effective application of the delegated tasks, interventions and/or procedures that is consistently in line with best practice and agreed ways of working. The student's adherence to the appropriate regulations/legislation is excellent , working in a way that is always within the	4	The student demonstrates highly proficient use of the equipment and/or materials and/or resources, which are always applied with accuracy and precision. The student monitors and maintains equipment and/or materials and/or resources in a highly effective way and always ensures that equipment and/or materials and/or resources are	4	The student processes, records, reports and stores data and/or handles information in a highly effective and clear way when assisting and/or supporting the midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support. The student consistently processes, records, reports,

Band	Demonstration of knowledge and understanding of the delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Application of best practice, agreed ways of working and regulations/legislation in relation to a delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Use of equipment and/or materials and/or resources in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team		Processing, recording, reporting and storing data and/or handling information in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
				scope of their role and responsibilities.		available, correctly located and calibrated as applicable.		and stores data and/or handles information in line with local and national policies, keeping all relevant information confidential and supporting others to do so.
3	3	The student demonstrates good knowledge and understanding of the delegated tasks, interventions and procedures when assisting and/or supporting the midwife/midwifery team, that is largely sustained	3	The student demonstrates effective application of the delegated tasks, interventions and/or procedures that is mostly in line with best practice and agreed ways of working. The student's adherence to the appropriate regulations/legislation is	3	The student demonstrates proficient use of the equipment and/or materials and/or resources, which are usually applied with accuracy and precision The student monitors and maintains equipment and/or materials and/or resources in an effective way and mostly	3	The student processes, records, reports and stores data and/or handles information in an effective and mostly clear way when assisting and/or supporting the midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support.

Band	Demonstration of knowledge and understanding of the delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Application of best practice, agreed ways of working and regulations/legislation in relation to a delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Use of equipment and/or materials and/or resources in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team		Processing, recording, reporting and storing data and/or handling information in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
		throughout the student's practice.		good , working in a way that is usually within the scope of their role and responsibilities.		ensures that equipment and/or materials and/or resources are available, correctly located and calibrated as applicable.		The student generally processes, records, reports and stores data and/or handles information in line with local and national policies, keeping most relevant information confidential and largely supports others to do so.
2	2	The student demonstrates satisfactory knowledge and understanding of the delegated tasks, interventions and procedures when assisting and/or supporting the	2	The student demonstrates a reasonably effective application of the delegated tasks, interventions and/or procedures that is sometimes in line with best	2	The student demonstrates sufficient use of the equipment and/or materials and/or resources, which are sometimes applied with accuracy and precision.	2	The student processes, records, reports and stores data and/or handles information in a reasonably effective and partially clear way when assisting and/or supporting the

Band	Demonstration of knowledge and understanding of the delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Application of best practice, agreed ways of working and regulations/legislation in relation to a delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Use of equipment and/or materials and/or resources in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team		Processing, recording, reporting and storing data and/or handling information in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
		midwife/midwifery team, that is partially sustained throughout the student's practice.		practice and ways of working. The student's adherence to the appropriate regulations/legislation is satisfactory , working in a way that is sufficiently within the scope of their role and responsibilities.		The student monitors and maintains equipment and/or materials and/or resources in a reasonably effective way and sometimes ensures that equipment and/or materials and/or resources are available, correctly located and calibrated as applicable.		midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support. The student sometimes processes, records, reports and stores data and/or handles information in line with local and national policies, keeping some relevant information confidential and sometimes supports others to do so.
1	1	The student demonstrates basic knowledge and understanding of the	1	The student demonstrates minimally effective application of the delegated	1	The student demonstrates poor use of the equipment and/or materials and/or	1	The student processes, records, reports and stores data and/or handles

Band	Demonstration of knowledge and understanding of the delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Application of best practice, agreed ways of working and regulations/legislation in relation to a delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Use of equipment and/or materials and/or resources in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team		Processing, recording, reporting and storing data and/or handling information in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
		delegated tasks, interventions and procedures when assisting and/or supporting the midwife/midwifery team, that is fragmented throughout the student's practice.		tasks, interventions and/or procedures that is rarely in line with best practice and agreed ways of working. The student's adherence to the appropriate regulations/legislation is poor , working in a way that is minimally within the scope of their role and responsibilities.		resources, which are rarely applied with accuracy and precision. The student monitors and maintains equipment and/or materials and/or resources with limited effectiveness and rarely ensures that equipment and/or materials and/or resources are available, correctly located and calibrated as applicable.		information in a minimally effective and clear way when assisting and/or supporting the midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support. The student rarely processes, records, reports and stores data and/or handles information in line with local and national policies, keeping little relevant information

Band	Demonstration of knowledge and understanding of the delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Application of best practice, agreed ways of working and regulations/legislation in relation to a delegated task, intervention and/or procedure when assisting and/or supporting the midwife/midwifery team		Use of equipment and/or materials and/or resources in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team		Processing, recording, reporting and storing data and/or handling information in relation to a delegated task, intervention and procedure when assisting and/or supporting the midwife/midwifery team with clinical tasks and/or treatments and/or provision of care and support	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
								confidential and rarely supports others to do so.
0	No evidence demonstrated or nothing worthy of credit.							

Underpinning skills marking grid

Band	Woman-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
4	4	<p>The student demonstrates highly effective woman-centred care, ensuring that an excellent standard of safe and high-quality care that maintains privacy and dignity, is always provided.</p> <p>The student demonstrates an excellent understanding of and adherence to current standards, policies and frameworks, demonstrating exceptional core values of care when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.</p>	4	<p>The student demonstrates highly effective communication skills, when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.</p> <p>The student ensures that communication used is always sensitive, compassionate and respectful and responds to verbal and non-verbal cues highly effectively, to enhance the experience and meet the needs of the woman and their partner/families, as appropriate.</p> <p>The student uses technical language with accuracy and always demonstrates active listening.</p>	4	<p>The student's adherence to, and compliance with health and safety regulations and guidelines that ensure the safety of all within the maternity/birthing environment is excellent.</p> <p>The student always ensures a clean and safe environment is maintained, demonstrating highly effective infection prevention and control procedures, when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.</p> <p>The student is fully aware of their own limitations and always works within them to safeguard the woman's wellbeing.</p>
3	3	<p>The student demonstrates effective woman-centred care, ensuring that a good standard of safe and high-quality</p>	3	<p>The student demonstrates effective communication skills, when assisting and/or supporting the midwife/midwifery</p>	3	<p>The student's adherence to, and compliance with, health and safety regulations and guidelines that ensure</p>

Band	Woman-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
		<p>care that maintains privacy and dignity, is generally provided.</p> <p>The student demonstrates a good understanding of and adherence to current standards, policies and frameworks demonstrating good core values of care when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.</p>		<p>team with delegated tasks, interventions and procedures.</p> <p>The student ensures that communication used is mostly sensitive, compassionate and respectful and responds to verbal and non-verbal cues effectively, to enhance the experience and meet the needs of the woman and their partner/families, as appropriate.</p> <p>The student's use of technical language is generally accurate and they mostly demonstrate active listening.</p>		<p>the safety of all within the maternity/birthing environment is good.</p> <p>The student mostly ensures a clean and safe environment is maintained, demonstrating effective infection prevention and control procedures when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.</p> <p>The student is generally aware of their own limitations and mostly works within them to safeguard the woman's wellbeing.</p>
2	2	<p>The student demonstrates reasonably effective woman-centred care, ensuring that a satisfactory standard of safe and high-quality care that maintains privacy and dignity, is sometimes provided.</p> <p>The student demonstrates satisfactory understanding of and adherence to current standards, policies and frameworks, demonstrating sufficient core values of care when assisting</p>	2	<p>The student demonstrates reasonably effective communication skills, when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.</p> <p>The student sometimes ensures that communication used is sensitive, compassionate and respectful and responds moderately effectively to verbal and non-verbal cues, to enhance</p>	2	<p>The student's adherence to, and compliance with, health and safety regulations and guidelines that ensure the safety of all within the maternity/birthing environment is satisfactory.</p> <p>The student sometimes ensures a clean and safe environment is maintained, demonstrating sufficient infection prevention and control procedures when</p>

Band	Woman-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
		and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.		<p>the experience of and meet the needs of the woman and their partner/families, as appropriate.</p> <p>The student's use of technical language is partially accurate and they sometimes demonstrate active listening.</p>		<p>assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.</p> <p>The student shows some awareness of their own limitations and they work sufficiently within them, but this may risk failure to safeguard the woman's wellbeing.</p>
1	1	<p>The student demonstrates basic woman-centred care, meaning that a limited standard of safe and high-quality care that maintains privacy and dignity, is rarely provided.</p> <p>The student demonstrates limited understanding of and adherence to current standards, policies and frameworks, demonstrating poor core values of care assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.</p>	1	<p>The student demonstrates minimally effective communication skills, when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.</p> <p>The student rarely uses communication that is sensitive, compassionate and respectful and is minimally effective at responding to verbal and non-verbal cues to enhance the experience of and to meet the needs of the woman and their partner/families, as appropriate.</p>	1	<p>The student's adherence to, and compliance with, health and safety regulations and guidelines that ensure the safety of all within the maternity/birthing environment is poor.</p> <p>The student rarely ensures a clean and safe environment is maintained, demonstrating limited infection prevention and control when assisting and/or supporting the midwife/midwifery team with delegated tasks, interventions and procedures.</p> <p>The student shows limited awareness of their own limitations and they rarely work</p>

Band	Woman-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
				The student's use of technical language is limited in accuracy and they rarely demonstrate active listening.		within them, which risks failure to safeguard the woman's wellbeing.
0	No evidence demonstrated or nothing worthy of credit.					

SAMPLE

Indicative content

Practical activity scenario 1

Students should introduce themselves and communicate effectively throughout the discussion.

Students should provide advice to the mother in meeting the nutritional and hygiene needs of the baby:

- responsive feeding:
 - clearly explains what responsive feeding is
 - responding to baby's cues as well as own desire to feed baby (feeding on demand)
 - not limiting feeding and not trying to feed to a routine
 - recognises that feeding is not just for nutrition but for bonding between mother and baby
- breastfeeding positions:
 - positions for comfort of mother and baby, for example cradle hold, lying on side, laid-back nursing, rugby hold (or the 'clutch')
- nutritional needs when breastfeeding:
 - no requirement to be on a particular diet when breastfeeding
 - eating a healthy diet:
 - 5 portions of fruit and vegetables a day
 - starchy foods such as wholemeal bread
 - plenty of fibre such as rice
 - protein such as lean meat
 - dairy foods such as milk and drink
 - plenty of fluids such as water or semi-skimmed milk
 - avoid alcohol and caffeine as can pass into breastmilk
- bathing – steps to topping and tailing, cord care, environment, equipment to be used:
 - environment:
 - warm room
 - equipment:
 - bowl, basin or sink of warm water
 - towel
 - cotton wool balls
 - fresh nappy
 - steps:

- wash baby's face using cotton wool balls; start by wiping each eye with a separate cotton wool ball, working from the inner corner
- use fresh cotton wool to wipe around their mouth and nose – use fresh cotton wool to clean baby's ears, neck and face
- wash baby's hands and feet using fresh cotton wool
- take off baby's nappy and gently wash their bottom and genital area with fresh cotton wool and water, dry baby carefully
 - check umbilical cord stump is clean and dry until it drops off at around one week
 - put fresh nappy on
 - talk to baby throughout to reassure them and keep them relaxed

Students should end discussion appropriately and advise that midwife/health visitor will be able to offer continued support when home.

Accept other appropriate actions

Practical activity scenario 2

Students should follow correct infection control procedures; handwashing, PPE and waste management.

Students should communicate effectively with the woman throughout ensuring they explain what measurements taking and obtain consent.

Students should use physiological measurement equipment correctly and safely to undertake physiological measurements:

- blood pressure:
 - select and apply correct cuff size
 - cuff applied correctly in line with artery
 - turn on blood pressure machine and press 'start'
 - record systolic pressure over diastolic pressure
- temperature:
 - apply protective cover to thermometer probe
 - place probe in the selected body area – ear, axilla, or oral
 - leave in place according to manufacturer's instructions, normally the thermometer will beep
 - remove probe
 - dispose of cover
- heart rate (pulse):
 - select appropriate pulse point (usually radial artery)

- commence to measure pulse for one minute – noting rhythm regular/irregular
- respiration rate:
 - count number of breaths for one minute – counting number of times chest rises

Students should accurately record these measurements on the MEOWS chart and provide relevant verbal feedback to the midwife.

Feedback could include:

- areas of concern (blood pressure high, looks unwell)
- number of dark/light grey recordings from MEOWS 2 (3 light grey)
- appropriate response – escalation to obstetrician and co-ordinator

Accept other appropriate actions.

Practical activity scenario 3

Students should follow correct infection control procedures, handwashing, PPE and waste management.

Students should:

- clean birthing pool appropriately:
 - use non-abrasive detergent and non- abrasive sponge
 - dilute and make up detergent
- set up additional equipment needed for the birthing pool
 - non-slip waterproof sheet around birth pool
 - birth pool liner in birth pool
- set up the following equipment either on the table accessible to birthing pool/hospital bed or appropriate area of room:
 - foetal doppler
 - Pinard stethoscope
 - automatic blood pressure monitor
 - pulse oximeter
 - digital thermometer

Students should correctly explain to the midwife how the birthing pool should be filled and maintained to the correct temperature:

- filling:
 - depth of water-to-nipple line when seated

- maintenance:
 - follow model guidelines
- temperature:
 - using a water thermometer – monitoring temperature
 - correct temp – between 36.5 to 37.5°C

Accept other appropriate actions.

Practical activity scenario 4

Students should follow correct infection control procedures; handwashing, PPE and waste management.

Students should communicate effectively with the mother ensuring they explain what observations taking on newborn and obtain consent.

Students should use physiological measurement equipment correctly and safely to undertake physiological observations:

- body temperature:
 - demonstrate competence and confidence when using a digital thermometer
 - correct position: armpit, forehead
- respiratory rate:
 - using observations/auscultation to measure breaths in a minute
 - even rise and fall of chest to measure respiratory rate
 - Use of watch with second hand/stopwatch
- heart rate:
 - demonstrate competence and confidence when using a stethoscope

Students should accurately report findings to midwife including that the temperature deviates from the normal expected range for a newborn.

Performance outcome grid

Scenario	O-PO1	O-PO2	O-PO3	Total
1	6	2	8	16
2	7	7	2	16
3	10	6		16
4		8	8	16
Underpinning	8	2	2	12
Total	31	25	20	76
% weighting	40.79	32.89	26.32	100%

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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	22 November 2023