



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting Healthcare

Assignment 2 - Practical assessment - Pass

Guide standard exemplification materials

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Guide standard exemplification materials

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Assignment 2

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Introduction

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

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

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

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

Practical activity scenario 1

This practical activity scenario requires you to:

CPA5: Move and handle individuals safely when assisting them with their care needs, using moving and handling aids.

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

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

Brief

A 72 year old individual was admitted to the cardiology ward 2 days ago following a myocardial infarction (heart attack). His mobility has been limited due to shortness of breath and he has complained of dizzy spells, a known side effect of the new medication he is taking.

The individual has pressed the buzzer for assistance and has asked to move to a chair in the day room so that they can watch television.

Task

Using appropriate moving and handling techniques and aids, assist the individual from the bed to the chair in the day room.

You are required to read the information on the individual's care plan (item A) prior to assisting the individual.

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

(16 marks)

plus marks for underpinning skills – duty of care, candour and person-centred care, communication and health and safety

Supporting information

This practical activity scenario involves role play. The individual will be played by a member of staff.

You have been given the individual's care plan (item A) and a daily care log (item B).

You have access to the following equipment:

- a hospital bed
- a chair
- a wheelchair
- a transfer belt
- handwashing facilities

Performance outcomes

This practical activity scenario assesses:

PO1: Assist with an individual’s overall care and needs to ensure comfort and wellbeing

PO2: Assist registered health professionals with clinical or therapeutic tasks and interventions

Student evidence

The student acknowledges the buzzer call and asks how I can be of assistance and support.

The student asks for consent from the individual to complete the transfer. The student reviews the care plan (item A), and asks if the patient has done this before, and whether there were any issues when last transferred.

The student cleans their hands using available hand sanitizer. They identify the equipment required to complete the task; a brief visual check of the equipment is completed such as brakes working. They ensure that the equipment is securely placed around and near to the patient, transfer belt fastened, brakes on wheelchair.

The student informs the patient that they are going to complete the transfer and move them from bed to chair. They use a simple instruction such as “ready, steady, stand”.

The student cleans their hands post-completion of the transfer. Once completed they complete care documentation, indicating that a bed to chair transfer has occurred.

Item B: daily care log

Name	Home address	DOB
Individual	1 The Avenue Old Village New Town	03/02/1948

Date	Time	Actions taken	Signatures
		<p>I acknowledged the buzzer call and ask what support they require.</p> <p>I reviewed the care plan (item A). I asked the patient if they had completed a transfer before and were there any issues.</p> <p>I ensured that I washed my hands, using the facilities near to me, or alcohol gel.</p> <p>I identified what equipment (transfer belt, wheelchair, suitable chair) is required to complete the task. I completed a visual safety check of the equipment to ensure that it is suitable:</p> <ul style="list-style-type: none"> • wheelchair brakes working • transfer belt secure <p>I gave the patient verbal instruction that I was</p>	

		<p>going to complete the transfer, “ready, steady, stand”.</p> <p>Transfer completed from bed to chair, complete the daily log (item B), identifying the completion of an assisted chair transfer.</p>	
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Practical activity scenario 2

This practical activity scenario requires you to:

CPA8: Assist in obtaining an individual's history and offer brief advice on health and wellbeing, recognising and responding as appropriate.

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

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

Brief

An individual has recently moved to the area and has registered with a local general practice (GP) surgery. The individual has attended the surgery for a new patient wellbeing check.

The receptionist has informed you that the individual has arrived for the appointment.

Task

Gather the appropriate information by completing the health and wellbeing form (item C).

Offer brief advice relating to smoking, alcohol intake, diet, and exercise according to the information gathered.

(16 marks)

plus, marks for underpinning skills – duty of care, candour and person-centred care and communication

Supporting information

This practical activity scenario involves role play. The individual will be played by a member of staff.

You have been given a health and wellbeing form (item C). Parts of the form have already been completed for you.

You have access to the following equipment:

- a waiting area
- a room for the appointment
- 2 chairs
- a table

Performance outcomes

This practical activity scenario assesses:

PO1: Assist with an individual's overall care and needs to ensure comfort and wellbeing

PO2: Assist registered health professionals with clinical or therapeutic tasks and interventions

Student evidence

The student introduces themselves to the individual, identifying their role and that they are to complete the assessment. They seek to gain consent for the completion of the assessment.

The student uses the structure of the form to ask questions related to the areas, gaining individual identifiable information such as name, asking if they prefer first name or surname use (Mrs Jones), and the individual's date of birth, confirming individual identifiable information such as first name, surname, address, date of birth.

They ask further baseline questions linked to the health and wellbeing form (item C), for example can you tell me about your social history? What is your occupation? Do you have any long-term conditions? They ask for information related to family history.

They offer brief advice and guidance for one of the areas identified, such as:

- smoking, example advice – reducing cigarette numbers per day, or smoking cessation classes
- alcohol intake, example advice – reducing alcohol intake per week
- diet and exercise, example advice – doing more exercise, eating healthy foods (maybe 5-a-day)

They complete the assessment by thanking the individual and asking if they would like to add anything further.

Item C: health and wellbeing assessment form

Confidential patient record form

Health simulation centre

Name	Nina Jones				
Date of Birth	22/10/1992				
Home address	1 The Place Somewhere UK				
Next of kin	Susan Jones (Mother)				
Name of GP	Dr Goode				
Social history	Lives with mother and child				
Occupation	Lecturer in a college				
Smoking (per day)	10 cigarettes per day but wants to stop smoking, as it is too expensive				
Alcohol (units per week)	18 units per week				
Exercise taken	Walks the dog every morning				
Diet	Eats a healthy/balanced diet				
Children 1	Age	Age	Age	Age	Age
	2 years	N/A	N/A	N/A	N/A

Medical history	Self	Family
Long-term conditions	Asthma	Mother has diabetes
Mental health status	Had postnatal depression but feels normal self now, had a lot of support from mother after the child's father left when baby was only 6 weeks old.	Not that I know of, have not really discussed it.
Previous surgical interventions	Had appendix removed when about 8 years old	N/A
Medication	Use inhalers	N/A
Allergies	No known allergies	N/A
Signatures	Patient	Health professional
	Request that the individual signs.	Signature given, alongside printed name.

Practical activity scenario 3

This practical activity scenario requires you to:

CPA2: Undertake and record a range of physiological measurements, recognising deteriorations in physical health and escalating as appropriate.

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

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 35 minutes.

Brief

A 52 year old individual with a history of chronic obstructive pulmonary disease (COPD) has been admitted to the hospital with a possible chest infection.

According to the care plan extract (item D), he is currently having his observations taken at 2 hourly intervals to review the effectiveness of the antibiotics prescribed by the doctor. He is currently alert and able to consent to observations being taken.

Task

It is 6:00pm and the individual's observations are due to be checked.

Take the individuals current observations of:

- respiratory rate
- oxygen saturation (SpO₂)
- blood pressure
- heart rate
- disability (consciousness)
- body temperature

Use the physiological measurements form (item E) to make notes before recording them on the National Early Warning Score 2 (NEWS2) chart (item F).

Using the results, calculate the individuals NEWS2 score using the information given in item G.

Report the findings to the nurse in charge in accordance with criteria provided in item H.

(16 marks)

plus marks for underpinning skills – duty of care, candour and person centred care, communication and health and safety

Supporting information

The individual in this practical activity scenario is played by a responsive manikin. The nurse in charge is played by a member of staff. The assessor will act as the responsive manikin's voice.

You have been given a care plan extract (item D), a physiological measurements form (item E) and NEWS2 observation chart (item F), the NEWS2 scoring system (item G), and NEWS2 thresholds and triggers and clinical response to the NEWS2 trigger thresholds (item H). Items G and H will be provided separately to this booklet.

You have access to the following equipment:

- a stethoscope
- a manual sphygmomanometer
- a tympanic thermometer and disposable covers
- a pulse oximeter
- a watch with second hand

Performance outcomes

This practical activity scenario assesses:

PO1: Assist with an individual's overall care and needs to ensure comfort and wellbeing

PO2: Assist registered health professionals with clinical or therapeutic tasks and interventions

PO3: Undertake a range of physiological measurements

Student evidence

The student introduces themselves and informs the patient they have been asked to complete a record of their physiological observations (blood pressure, pulse). They request verbal consent from the individual to enable the completion of the physiological observations.

They wash their hands using available hand sanitizer.

The student checks that the equipment is visually clean, and that they have all the required equipment:

- a stethoscope
- a manual sphygmomanometer
- a tympanic thermometer and disposable covers
- a pulse oximeter
- a watch with second hand

They use the equipment in line with expected effective use, cuff positioned above anterior fossa, positioning of stethoscope (within the anterior fossa/above brachial artery), use of index finger for SpO₂ monitoring, 1 minute used for accurate breathing rates.

They record the results on the physiological measurement form (item E).

They request guidance and support from the registered nurse, where they have any concerns related to the completion of the task or any concerns are raised in relation to the individual.

They wash their hands and ensure that they clean equipment using clinical wipes (if available) before storing securely.

They transfer the information from the physiological measurement form (item E) on to the NEWS2 form (item F).

They complete a calculation of NEWS2 score using the NEWS2 scoring system form (item F), documenting this on the NEWS2 form. They inform the registered nurse of the score but do not give an explanation of the clinical outcomes as identified (item G).

Item E: physiological measurements form

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

Physiological measurements			
Blood pressure (mmHg)	128/80		
Heart rate	90bpm		
Respirations	20		
Oxygen saturation (SpO2)	95%		
Body temperature (°C)	37.5c		

Item F: NEWS2 observation chart

NEWS key		FULL NAME <u>John Smith</u>	
0	1	2	3
DATE TIME		DATE OF BIRTH <u>10/2/1969</u>	DATE OF ADMISSION <u>28/5/2021</u>
	DATE TIME		DATE TIME
A+B Respirations Breaths/min	≥25		3
	21-24		2
	18-20		
	15-17		
	12-14		
	9-11		1
≤8		3	
A+B SpO ₂ Scale 1 Oxygen saturation (%)	≥96		
	94-95	•	1
	92-93		2
	≤91		3
SpO₂ Scale 2† Oxygen saturation (%) Use Scale 2 if target range is 93-92%, eg in hypercapnic respiratory failure †ONLY use Scale 2 under the direction of a qualified clinician	≥97 on O ₂		3
	95-96 on O ₂		2
	93-94 on O ₂		1
	≥93 on air		
	88-92		
	86-87		1
	84-85		2
≤83%		3	
Air or oxygen?	A=Air	•	
	O ₂ L/min		2
	Device		
C Blood pressure mmHg Score uses systolic BP only	≥220		3
	201-219		
	181-200		
	161-180		
	141-160		
	121-140	•	
	111-120		
	101-110		1
	91-100		2
	81-90		
	71-80		
	61-70		3
	≤50		
C Pulse Beats/min	≥131		3
	121-130		2
	111-120		
	101-110		1
	91-100		
	81-90	•	
	71-80		
	61-70		
	51-60		
	41-50		1
	31-40		
	≤30		3
	D Consciousness Score for NEWS2 onset of confusion (no score if chronic)	Alert	•
Confusion			
V			
P			3
U			
E Temperature °C	≥39.1°		2
	38.1-39.0°		1
	37.1-38.0°	•	
	36.1-37.0°		
	35.1-36.0°		1
	≤35.0°		3
NEWS TOTAL			
Monitoring frequency		2 HR	
Escalation of care Y/N		Y	
Initials		JN	
TOTAL			
Monitoring			
Escalation			
Initials			

National Early Warning Score 2 (NEWS2) © Royal College of Physicians 2017

Examiner commentary

Student demonstrates a person-centred approach by ensuring that they introduce themselves to each of the individuals, informing them of their role and asking for consent to completed assigned tasks. This supports the establishment of an individual's right to give consent.

Student used simple communication approaches to question patient, related to the immediate task/document, this can be seen in relation to task 1 where the student asked if the patient had done a bed transfer previously, or in task 2 where questions were generated directly from the form. The student was able to demonstrate that they can seek feedback from the individual in relation to task 1 and task 2 and document this.

Student demonstrated that they are aware of ensuring a safe working environment such as when they ensure that equipment is visually clean, in simple working order (task 1 and task 3) and positioned in a way that can support the task to be completed such as within task 1 where the transfer belt is securely fastened checked before completion. Student demonstrated clean hands techniques in relation to patient contact, ensuring that before and after task 1 and 3 that they washed/decontaminated their hands.

Student demonstrated a baseline level of knowledge related to health-related interventions, identifying, and discussing potential interventions related to healthy lifestyle, such as reducing smoking amount or attending smoking cessation classes.

Student demonstrated the sharing of information and confirmation of information, within task 2 requesting signature of form, and in task 3 informing nurse of NEWS2 scoring.

Student demonstrates baseline levels of knowledge in relation to the completion of physiological assessment, this was shown in task 3 where they identified the equipment required to enable the measurement of physiological measurements such as blood pressure, temperature, pulse, and oxygen saturations. Student recorded results on physiological assessment form and transferred to NEWS2. NEWS2 form was completed and scored with score shared with nurse.

Overall grade descriptors

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

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

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

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

Grade	Demonstration of attainment
	<p>measured by healthcare support workers including why, when and what equipment/techniques are used, by</p> <ul style="list-style-type: none"><li data-bbox="311 414 1444 481">○ working as part of a team to use relevant equipment accurately and safely and consistently following correct monitoring processes<li data-bbox="311 504 1396 571">○ calculating scores, reporting any differentiation of normal and abnormal results adeptly, consistently and reliably to the relevant registered professional<li data-bbox="311 593 1460 694">○ applying knowledge of policy and good practice techniques proficiently when undertaking all physiological measurements, checking when uncertain, solving problems, and following instructions and guidance with energy and enthusiasm

Document information

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Change History Record

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