



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Care of Children and Young People

Assignment 2 - Practical assessment - Pass

Guide standard exemplification materials

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T Level Technical Qualification in Health Occupational specialism assessment

Guide standard exemplification materials

Supporting the Care of Children and Young People

Assignment 2

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Introduction

The material within this document relates to the Supporting the Care of Children and Young People 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:

OPA1: Carry out delegated clinical tasks for children and/or young people

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 **25** minutes.

Brief

A 7 year old female child is brought into the accident and emergency department by her parents, as she is vomiting and complaining of abdominal pain and blurred vision.

Task

The nurse in charge has asked you to take the following physiological measurements:

- weight
- height
- blood pressure
- body temperature

You should record these on admittance assessment form (item A).

Once you have carried out these clinical tasks, analyse the results given in the admittance assessment form (item A)

Report your findings to the registrar on duty and in the notes section of the admittance assessment form (item A)

Student evidence

Measurements for 7 year old girl presenting at A and E with abdominal pain, blurred vision and vomiting:

Height 124cm

Weight 24kg

Blood pressure 97/57 mmHg

Body temperature 38.9 celsius

Analysis

My analysis of this patient is that the height, weight and blood pressure are ok. However, the raised temperature alongside the abdominal pain, vomiting and blurred vision indicates there is a problem and needs to be treated straight away.

My findings

The raised temperature is a worry, so is the pain and vomiting. It's Important that the patient does not get dehydrated. A drip maybe necessary. More tests are also needed.

Practical activity scenario 2

This practical activity scenario requires you to:

OPA7: Provide care and support to children and/or young people using therapeutic play and learning strategies and interventions before, during and after clinical or therapeutic procedures

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

A 5 year old child has been referred by a registrar to the surgical team for an exploratory procedure to confirm the provisional diagnosis being considered. The child's parents are concerned that their child does not understand what is happening and want to make them feel as reassured as possible.

You ask one of the hospital's play therapists for them to arrange a session with the child before their procedure.

As you will be accompanying the child to theatre for this procedure, you will assist the play therapist during their session.

Task

Set up and undertake an appropriate therapeutic play session with a child using the information provided in the brief about the child.

On completion of the session, record the session narrative on the play session notes record (item B) including what you did and what the outcome of the session was.

You have **5** minutes to set up the session, **10** minutes with the child and **10** minutes to record the session.

Student evidence

Recording of session with 5 year old child prior to surgery (what I did)

Before the session started, I made sure I had the dolls and I checked that the room was okay, making sure it was tidy and clean and the temperature was okay.

For this session I have chosen role play through dolls. I used play to gently tell the story of what would happen before surgery, during and after. I sat on the floor with the child and asked whether they would like to choose a doll. I then said that we would pretend this doll was them. I then asked the child if they could choose another doll which looked like a nurse or doctor. I then used the dolls to explain what would happen in the surgery. I reassured them that everything would be fine and not to worry.

Outcome

The use of the doll and role play worked well. The child liked playing with the dolls and seemed comfortable and relaxed. They liked telling the nurse what to do and found this quite funny. At the end of the session, we had talked through all of the surgical procedure while playing with the dolls and pretending that there was a nurse as one doll and the child as the other doll.

Practical activity scenario 3

This practical activity scenario requires you to:

OPA8: Use dietary assessment tools to support and enable children and/or young people to maintain adequate nutrition and hydration

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 25 minutes.

Brief

A 10 year old child is recovering from an abdominal procedure. The child's abdomen pain has subsided, but the child is not eating well and has lost weight since first becoming ill.

Task

You have been asked by the hospital dietician to create a nutrition plan for the child to follow over the next week, using the information from the 24 hour diet recall assessment tool already completed (item C) until an appointment with the dietician becomes available.

Your short-term plan will be part of their long-term provision and will aim to increase the child's food consumption and calorie intake.

Working with the child and the parent, complete item D to develop a suitable 1 week nutrition plan.

The Eatwell Guide is provided for reference (item E).

Student evidence

I have put a plan together based on the child not having any food allergies or needing to follow a particular diet. I would make sure that the diet includes 3 meals a day and snacks to make sure they are following a balanced diet. I would speak to the child and the parent to find out what food the child dislikes because this is important to make sure the child follows the diet plan.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Breakfast	Weetabix and milk	Shreddies and milk	Egg and soldiers	Yoghurt and fruit	Weetabix and milk	Shreddies and milk	Egg and soldiers
Lunch	Cheese and ham wrap Packet of crisps	Jacket potato and beans and cheese	Chicken noodles soup	Tuna and cucumber sandwich	Cheese toastie	Beans on toast with cheese and carrot batons	Ham salad sandwich
Evening meal	Spaghetti bolognaises	Shepherd's pie and peas	Beef casserole	Fish fingers, vegetables and rice	Homemade pizza with toppings	Chicken fajitas	Beef stir fry
Snacks	Apple Satsuma	Apple Grapes	Apple Banana	Apple Strawberries	Apple Raspberries	Apple Blueberries	Apple Banana
Hydration	Water	Water	Water	Water	Water	Water	Water

Practical activity scenario 4

This practical activity scenario requires you to:

OPA6: Support parent, families and carers to meet the needs of the child and/or young person by offering advice and support on how to manage the child or young person's condition

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 12 year old young person has recently been diagnosed with asthma.

They have come to the health centre with their parent to learn strategies to manage their own condition.

Task

You will demonstrate how to measure peak flow and use the peak flow chart (item F) and how to complete a peak flow diary (item G) to enable the young person and parent to monitor occurrences which trigger asthma attack.

Using this information, you should provide advice and information to support the development of strategies to enable the young person and their parent to better manage their condition.

Student evidence

For the procedure the student advised the patient that they will be using a peak flow meter to help them manage their condition through monitoring the peak flow reading. They asked them to stand against the wall and blow hard into the peak flow meter. They asked them to do this 3 times and informed them that it is the highest reading that is recorded.

This was recorded in the peak flow diary and the student advised them to do this at around the same time each day.

The student asked the patient and their parents about any triggers that they know of that may be contributing towards the asthma attacks such as dust mites, pet hair and cold weather. The student's advice was to avoid these and to make sure they keep an inhaler with them at all times, just in case.

Examiner commentary

The student was able to demonstrate person-centred care whilst interacting with the child throughout and maintaining a safe working environment, appropriate communication with individuals and demonstrating the use of adequate techniques, resources and equipment safely for each task. The student demonstrated they work as part of a team supporting registered health professionals within the scope of their role.

In scenario 1, the student was able to use the 4 measures of health, and accurately measured these in relation to the child. The student recorded and reported abnormal physiological measurements to the relevant registered professionals in the scenario. The student identified concerns (for example, a raised temperature), but offered no suggestion as to what this might indicate. The student identified the need to keep the CYP hydrated and the importance of further tests.

In scenario 2, the student offered a basic explanation of set up procedures, they included the importance of temperature and cleanliness, there was no reference to comfort or a rationale for why the technique was chosen. The student appropriately discussed relevant play techniques for the child preparing for an operation, and was able to select appropriate resources, for example with the use of dolls being a suitable aid, and to support registered health professionals. The student involved the children, gave choices and gave basic reassurance regarding the procedure. The outcome provided some evaluation of their own process and interaction of children.

In scenario 3, the student made suggestions that cover the whole week and completed the table fully. Hydration is considered but little use was made of the Eatwell Guide. For example, snacks were limited to fruits across the whole week and milk was identified but not specifically full fat milk. They considered person-centred principles through the involvement of child and parent/carer in creating the weekly plan, but this was limited to ensuring the plan was followed and did not include personal preferences.

In scenario 4, the student demonstrated appropriate knowledge and understanding of good practice techniques when undertaking physiological measurements through the explanation and demonstration of the peak flow test as well as how this measurement must be taken. The student demonstrated a friendly approach with both the child and parent, albeit very much focused on the procedure and information giving. The student asked about triggers and offered some examples with basic advice only to reduce risks.

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.

Occupational specialism overall grade descriptors:

Occupational specialism grade descriptors *

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 the 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 and 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 measured by healthcare support workers including why, when and what equipment/techniques

Grade	Demonstration of attainment
	<p>are used, by</p> <ul style="list-style-type: none"> ○ working as part of a team to use relevant equipment accurately and safely and consistently following correct monitoring processes ○ calculating scores, reporting and differentiation of normal and abnormal results adeptly, consistently and reliably to the relevant registered professional ○ 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

* “threshold competence” refers to a level of competence that:

- signifies that a student is well placed to develop full occupational competence, with further support and development, once in employment
- is as close to full occupational competence as can be reasonably expected of a student studying the technical qualification (TQ) in a classroom-based setting (for example in the classroom, workshops, simulated working and (where appropriate) supervised working environments)
- signifies that a student has achieved the level for a pass in relation to the relevant occupational specialism component

Document information

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