

# **T Level Technical Qualification in Health**

Occupational specialism assessment (OSA)

## **Supporting the Care of Children and Young People**

Assignment 2 - Practical activities part 2

Provider delivery guide with mark scheme

## T Level Technical Qualification in Health Occupational specialism assessment (OSA)

# Supporting the Care of Children and Young People

## Provider delivery guide with mark scheme

Assignment 2

Practical activities part 2

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## Document security

To be opened on Thursday 20 April 2023 at 9.00am, 7 working days prior to the assessment period Tuesday 02 May 2023 to Friday 26 May 2023.

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 25 minutes

### Paper number

P002000

Past Paper

## Introduction

This document must be used to deliver and mark the practical activities assessment (PAA) for the summer 2023 series of Supporting the Care of Children and Young People.

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.

Past Paper

## Summary of the practical activities assessment (PAA)

The practical activities assessment (PAA) aspect of the occupational specialism (OS) component requires students to demonstrate practical activities taken from the list of practical activities published by NCFE CACHE in September 2022. 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 2022
- it is the responsibility of the internal moderator to follow the guidance contained within this document and ensure that the practical activity scenarios are set up correctly at different stations within a suitable assessment environment
- the floor plans included are illustrative to suggest an appropriate layout for each scenario; it is not a requirement to exactly replicate the floor plan and there may be resources and equipment not represented on the floor plan
- students will move between the 4 stations during the assessment; once the first student has completed station 1 and has 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 and 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
- students will need to complete and sign the external assessment cover sheet to confirm the authenticity of their work and to confirm that they will uphold the confidentiality 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 and students will be awarded a scenario-specific skills mark for their performance in each practical activity scenario they complete
  - 12 marks are available for underpinning skills and students will be awarded an underpinning skills mark for their holistic application of these skills in their performance across the practical activity scenarios they complete
- the maximum mark for this assessment is 76

### Materials

For this assessment, students must have:

- a black or blue ballpoint pen

### Equipment and resources

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

### Standardised patients (SPs) and role play

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

SPs and role players (RPs) 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	2	3
2	1	2	3
3	1	2	3
4	1	1	2

\*Note: The assessor will act as one of the RPs 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 either of 2 ways:

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

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

## Practical activities assessment (PAA) delivery

For further guidance on the general delivery of the practical activities assessment (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.

Past Paper

# Practical activity scenario 1

This practical activity scenario requires students to:

OPA4: Assist with teaching parenting skills.

## Purpose

To assess the student's ability to assist with teaching skills to support a parent to manage the treatment of their child's atopic dermatitis.

To assess the student's explanation of using a reward chart to promote child's adherence to engaging in treatment.

## Brief

A 5 year old child has been receiving treatment for atopic dermatitis on their elbows, knees, and the left-hand side of their face. After the most recent flare-up, the general practitioner (GP) has referred the child and their parent to the children's outpatient's clinic for support in managing the child's condition. You are working as a healthcare support assistant within this clinic and have been asked to meet with the child and parent to assist with teaching the parent strategies on how to support the child to manage their condition.

## Task

Using the information from item (a) discuss with the child and parent about the child's dermatitis, current issues and the importance of applying the atopic medication.

Demonstrate and provide advice to the parent on how to implement a reward chart (item (b)) to help manage their child's condition and help the parent apply the atopic medication to improve the child's dermatitis.

(16 marks)

plus marks for underpinning skills – person-centred and family-centred care, service frameworks, communication techniques and strategies, and health and safety

## Supporting information

### Mode of assessment

This practical activity scenario involves role play. The child and parent are played by 2 members of staff.

A role play information sheet is provided below.

### Equipment

This practical activity scenario requires the following equipment:

- 3 chairs
- table
- art/craft materials (coloured stickers)
- pen

## Resources

Students are given a patient record form (item (a)) and a reward chart template (item (b)).

## Time

The total amount of time available for this practical activity scenario, including the 5 minutes' reading time, is 25 minutes.

## Performance outcomes (POs)

This practical activity scenario assesses:

PO1: Assist with clinical tasks and treatment for children and young people

PO2: Provide care and support to children and young people before, during and after clinical or therapeutic procedures

PO3: Support parents, families and carers to meet the needs of children and young people

## Evidence requirements

- audio visual evidence
- assignment brief booklet

## Role play information sheet

The parent has come with their child to learn how to create and implement a reward chart.

The child should:

- engage with the student and the activities
- respond to both open and closed questions
- follow instructions and complete tasks asked by the student but should not provide any additional information other than what is in the brief
- not ask questions themselves

The parent should:

- answer questions about their child's dermatitis when asked by the healthcare support worker
- offer the following information:
  - the child scratches and this makes the flare-up worse
  - the child tends to scratch at night-time and when they are hot
  - the child's dermatitis is worse during the summer months
  - they feel anxious about putting the cream on because the child becomes agitated/upset when they try to put on the cream
  - they would like to put the cream on daily before bedtime

Past Paper

## Item (a): patient information form

<b>Patient history</b>
<p>Patient is 5 years old. Atopic eczema diagnosed at age 3. No family history of eczema/allergies.</p> <p>Experiences breakouts on elbows, backs of the knees, and on the left-hand side of the face.</p> <p>Typical symptoms for flare-ups include itchy and dry skin. Skin becomes cracked if not treated with topical skin emollients at an early stage.</p>
<b>Parent-child interactions</b>
<p>Child does not like having the skin emollient applied. Behaviour becomes agitated when parent tries to put on atopic medication. Child protests and cries, which has resulted in parent becoming anxious and stressed, and at times not applying the cream regularly. Child scratches face when tired or hot, which makes the condition worse.</p>
<b>Healthcare support worker notes and questions for parent</b>
<p></p>
<b>Recommended actions:</b>
<p></p>

**Healthcare support worker signature:**

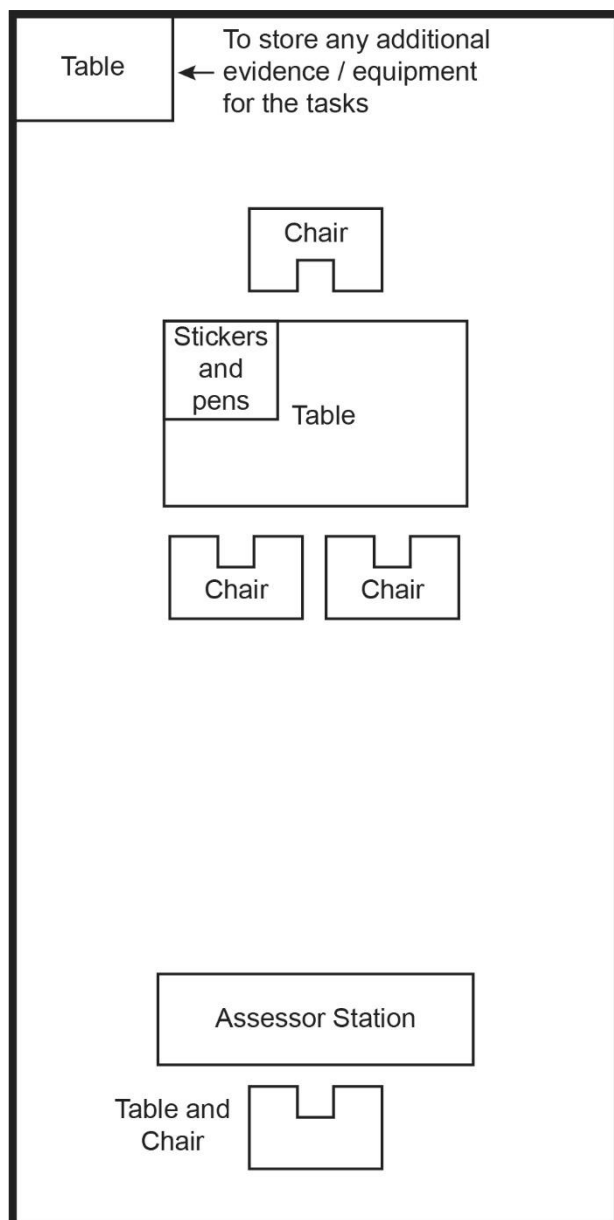
## Item (b): reward chart template

**Reward Chart**

Name	M	T	W	T	F	S	S	★	Total
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									

Below the chart are five star icons in boxes: ★ ★ ★ ★ ★

## Floor plan scenario 1



## Practical activity scenario 2

This practical activity scenario requires students to:

OPA10: Support or enable children and/or young people to maintain good personal hygiene.

### Purpose

To assess the student's understanding of how to maintain good oral hygiene and their ability to demonstrate how to brush teeth properly to a child/young person.

### Brief

As part of the government's Health Matters programme for improving dental health in children and young people, your local NHS is delivering health education to primary schools.

The community healthcare team is visiting primary schools to support year 4 children who are learning about the importance of looking after their teeth.

### Task

Provide information about the importance of keeping teeth clean and give a demonstration to two 9 year old children on how to brush their teeth properly using the teeth cleaning handout (item (c)) and dental kit provided.

(16 marks)

plus marks for underpinning skills – person-centred and family-centred care, service frameworks, communication techniques and strategies, and health and safety

## Supporting information

### Mode of assessment

This practical activity scenario involves role play. The children are played by 2 members of staff.

A role play information sheet is provided below.

### Equipment

This practical activity scenario requires the following equipment:

- handwashing equipment
- gloves
- aprons
- dental kit – toothbrush, staining tablets, fluoride toothpaste, dental floss
- timer (set to 2 minutes)
- table
- 3 chairs

## Resources

Students are given a handout on how to brush your teeth: a step-by-step guide (item (c)).

## Time

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

## Performance outcomes (POs)

This practical activity scenario assesses:

PO1: Assist with clinical tasks and treatment for children and young people

PO2: Provide care and support to children and young people before, during and after clinical or therapeutic procedures

## Evidence requirements

- audio visual evidence
- assignment brief booklet

## Role play information sheet

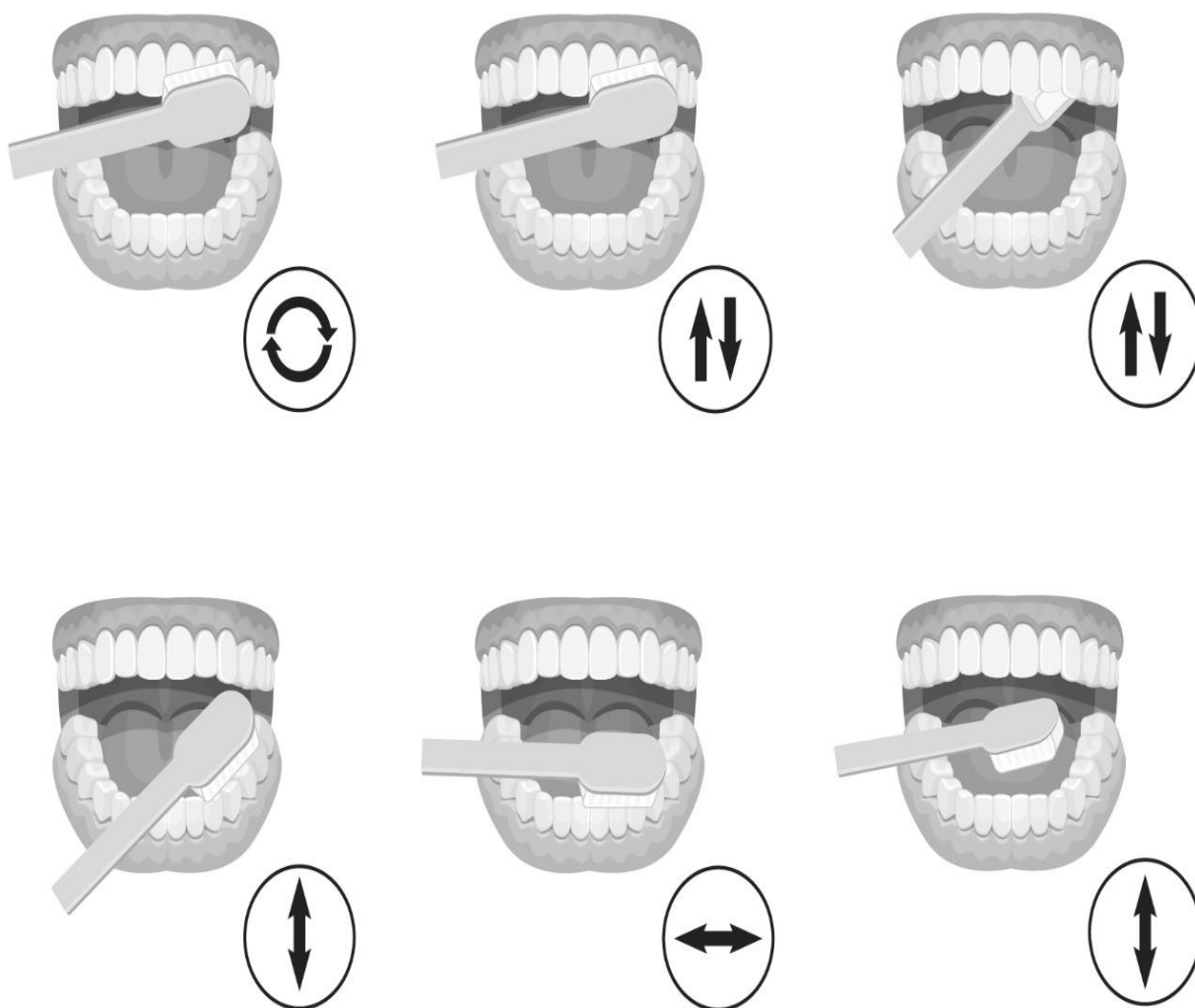
The children explain that they have learnt how to clean their teeth properly.

The children can ask the following questions:

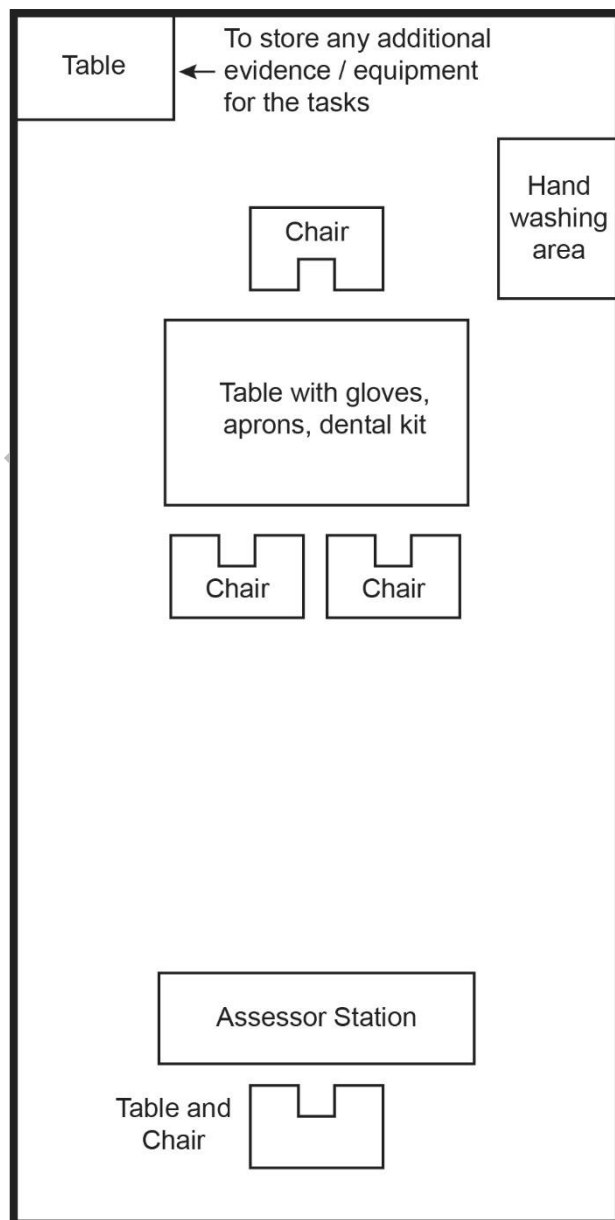
- how long do I have to clean my teeth for?
- what are those pink tablets for?
- how do I clean my tongue?

## Item (c): teeth cleaning handout – step-by-step guide

# HOW TO BRUSH YOUR TEETH



## Floor plan scenario 2



## Practical activity scenario 3

This practical activity scenario requires students to:

OPA13: Promote awareness with families and carers on how to maintain and contribute to health and wellbeing of children and/or young people.

### Purpose

To assess the student's understanding of the importance of physical activity and effective communication in providing this information to a child and their parent.

### Brief

The health centre offers a health clinic for children and young people to provide advice and support to parents and children about children's health and wellbeing.

An 8 year old boy has been referred by their GP and has come to the centre with their parent. The boy's BMI score of 18.3 falls within the overweight range. This is the second session out of 5 providing health educational information.

### Task

Using the information available, including the public health materials on exercise (item (d)) and the Eatwell Guide (item (e)), you should provide advice and guidance about the benefits of physical activity and diet to support a healthy lifestyle.

The aim is for the child and parent to:

- understand the benefits of exercise and of maintaining a healthy weight for the child's overall health
- identify suitable activities in which both child and parent can engage
- investigate the family and the child's diet
- provide dietary advice

(16 marks)

plus marks for underpinning skills – person-centred and family-centred care, service frameworks, communication techniques and strategies, and health and safety

## Supporting information

### Mode of assessment

This practical activity scenario involves role play. The child and their parent are played by 2 members of staff.

A role play information sheet is provided on the following page.

The simulated station should be set up as a small meeting room.

## Equipment

This practical activity scenario requires the following equipment:

- 3 chairs
- a low table
- pen

## Resources

Students are given public health materials on exercise (item (d)) and an eatwell guide (item (e)).

## 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:

PO2: Provide care and support to children and young people before, during and after clinical or therapeutic procedures

PO3: Support parents, families and carers to meet the needs of children and young people

## Evidence requirements

- audio visual evidence
- assignment brief booklet

## Role play information sheet

The parent should mention that:

- they do not have time to exercise
- they often rely on ready-made sauces for pasta because they work a lot and do not have time to cook

The child should mention that:

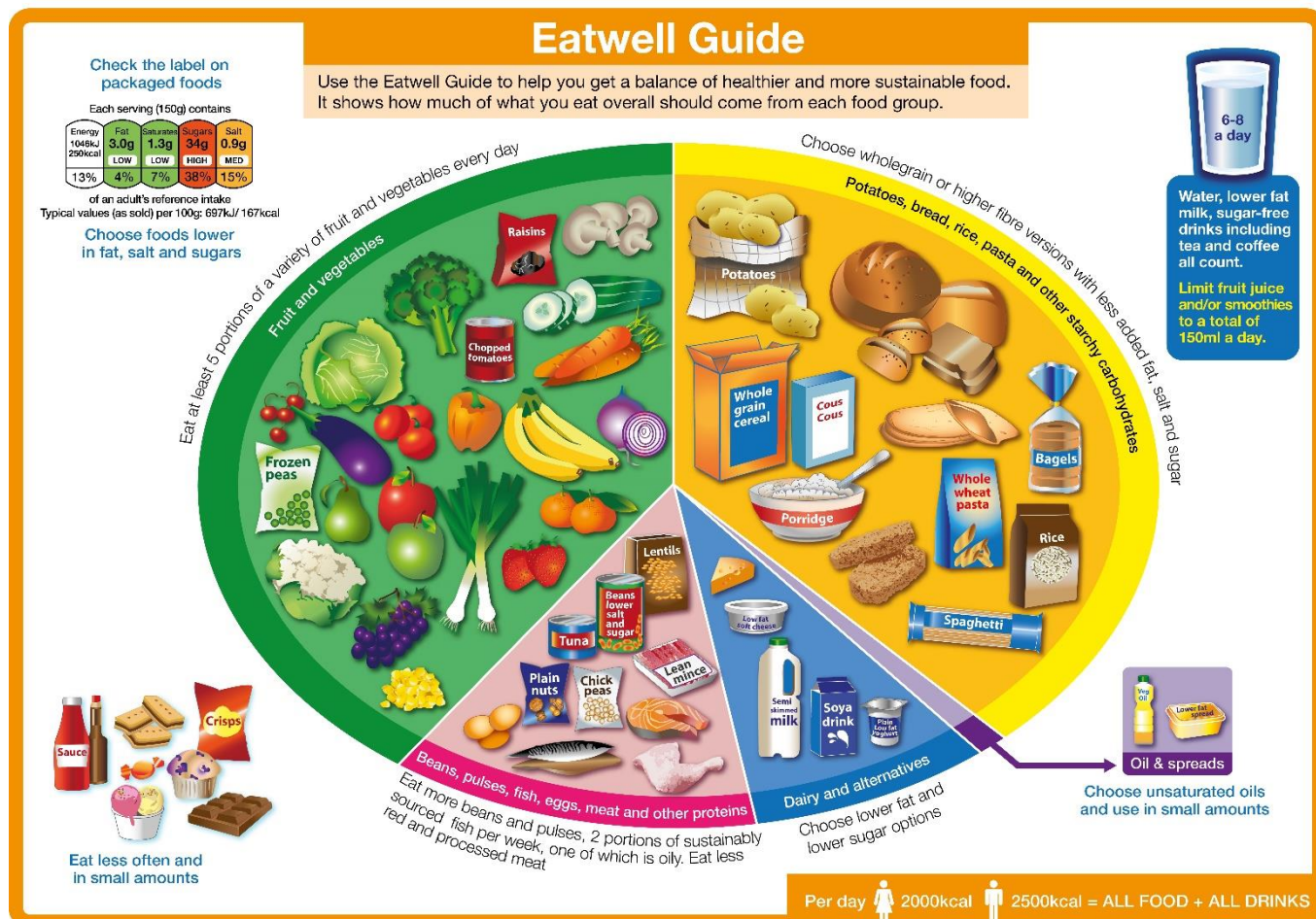
- he likes to play on the computer
- he likes fizzy drinks

## Item (d): public health materials on exercise



Adapted from the U.K. government's Department of Health and Social Care (2019). *Physical activity guidelines: infographics*. Available at: [www.gov.uk/government/publications/physical-activity-guidelines-infographics](http://www.gov.uk/government/publications/physical-activity-guidelines-infographics) (Accessed: 15 February 2023).

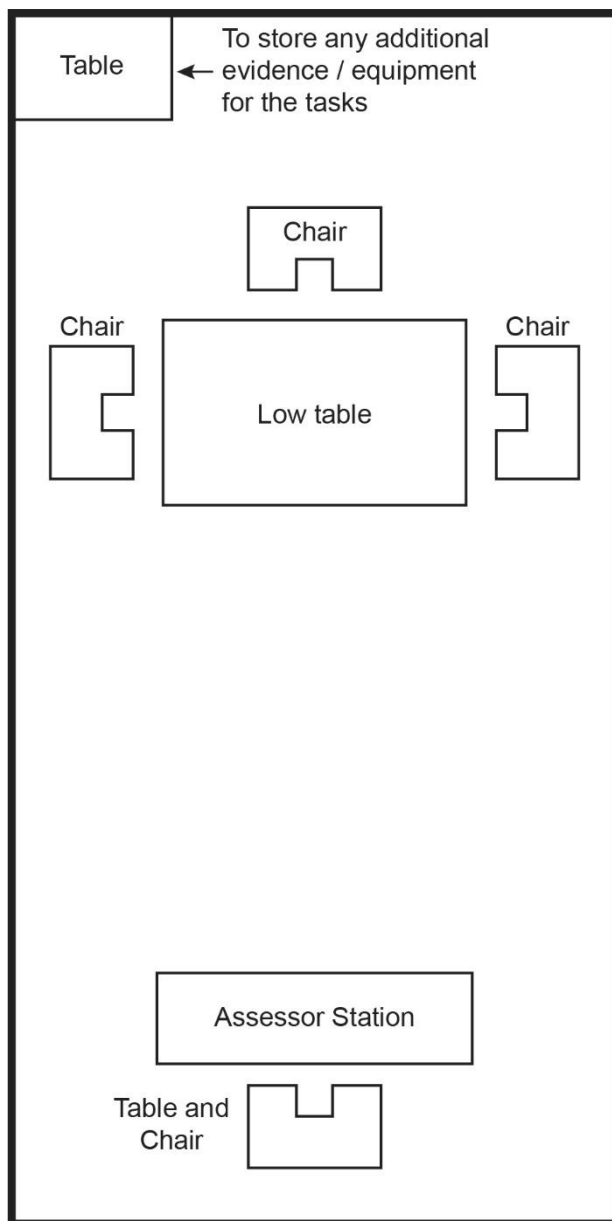
## Item (e): Eatwell Guide



Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

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## Floor plan scenario 3



## Practical activity scenario 4

This practical activity scenario requires students to:

OPA3: Support risk assessments for children and/or young people, following the collection of specimens and undertaking observations, and escalate where appropriate.

### Purpose

To assess the student's observation skills, their ability to record data accurately report results when providing care and support for a child or young person with pain management.

### Brief

A 6 year old child is recovering from emergency appendicectomy surgery. They have been administered analgesic pain relief post-surgery every 4 hours for the last 48 hours.

Pain assessments are now being undertaken with the child to assess the level of pain. Pain assessments are taken every 4 hours to inform the amount of suitable pain relief to be administered.

### Task

The ward charge nurse has asked you to make a pain assessment and report the results.

You should use the Face, Legs, Activity, Cry, Consolability (FLACC) scale (item (f)) and the faces pain rating scale (item (g)) with the child.

You should record the results on the patient record form (item (h)).

Once you have completed the pain assessment, you should report your findings to the ward charge nurse. Your feedback must include a short evaluation of your observations of the child and a justification of the final pain rating.

(16 marks)

plus marks for underpinning skills – person-centred care, family-centred care, service frameworks, communication techniques and strategies, and health and safety

## Supporting information

### Mode of assessment

This practical activity scenario involves role play. The child is played by a member of staff and the ward charge nurse is played by the assessor.

A role play information sheet is provided on the following page.

## Equipment

This practical activity scenario requires the following equipment:

- hand sanitiser
- pen
- timer
- glass of water
- a table
- a chair

## Resources

Students are given a FLACC scale (item (f)), a faces pain rating scale (item (g)), and a patient record form (item (h)).

## 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 with clinical tasks and treatment for children and young people

## Evidence requirements

- audio visual evidence
- assignment brief booklet

## Role play information sheet

When the student comes to observe, the child should be in the chair with a sheet over them and should display the following behaviours:

- face – sad, occasional grimace, withdrawn and quiet
- legs – normal position, usual movement to legs and arms
- activity – agitated and rigid, occasional sigh, sharp intake of breath when reaching for glass of water
- cry – whimpers occasionally when moving
- consolability – reassured when spoken to
- when asked, the child should point to a score of 5 on the pain measurement scale (item (g)) to indicate moderate pain.

## Item (f): FLACC scale

<b>Name:</b> _____ <b>Hosp No:</b> _____ <b>DOB:</b> _____ <b>NHS no:</b> _____		<b>Revised FLACC Scale</b>	
--	--	----------------------------	--

Categories		Scoring	
	0	1	2
<b>Face</b>	No particular expression or smile	Occasional grimace/frown; withdrawn or disinterested; <i>appears sad or worried</i>	Consistent grimace or frown; frequent/constant quivering chin, clenched jaw; <i>distressed-looking face; expression of fright or panic</i>
<b>Individual Behaviours</b>			
<b>Legs</b>	Normal position or relaxed; <i>usual tone and motion to limbs</i>	Uneasy, restless, tense; <i>occasional tremors</i>	Kicking, or legs drawn up; <i>marked increase in spasticity, constant tremors or jerking</i>
<b>Individual Behaviours</b>			
<b>Activity</b>	Lying quietly, normal position, moves easily; <i>Regular, rhythmic respirations</i>	Squirming, shifting back and forth; <i>tense or guarded movements; mildly agitated (eg. head back and forth, aggression); shallow, splinting respirations, intermittent sighs</i>	Arched, rigid, or jerking; <i>severe agitation, head banging, shivering (not rigors); breath-holding, gasping or sharp intake of breaths; severe splinting</i>
<b>Individual Behaviours</b>			
<b>Cry</b>	No cry/verbalisation	Moans or whimpers; occasional complaint; <i>occasional verbal outburst or grunt</i>	Crying steadily, screams or sobs, frequent complaints; <i>repeated outbursts, constant grunting</i>
<b>Individual Behaviours</b>			
<b>Consolability</b>	Content and relaxed	Reassured by occasional touching, hugging, or being talked to; distractible	Difficult to console or comfort; <i>pushing away caregiver, resisting care or comfort measures</i>
<b>Individual Behaviours</b>			

(Adapted from Malviya et al, 2006)

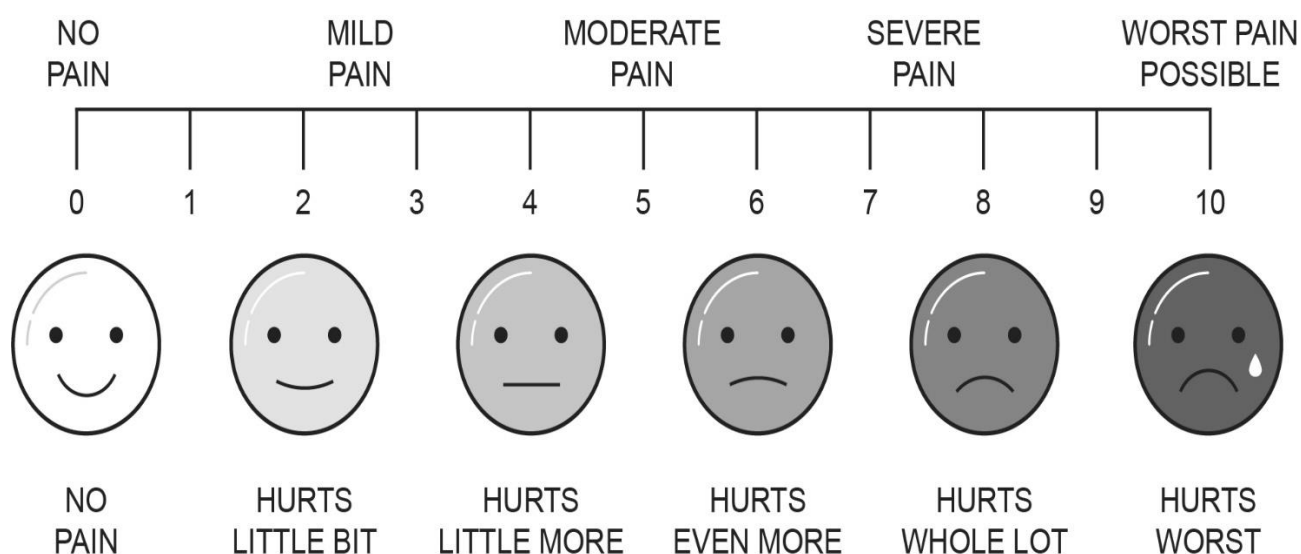
### Revised FLACC – Instructions for Use

- **Individualise the tool:** The nurse should review the descriptors within each category with the child's parents or carers. Ask them if there are additional behaviours that are better indicators of pain in their child. Add these behaviors to the tool in the appropriate category.
- Each of the five categories (F) Face; (L) Legs; (A) Activity; (C) Cry; (C) Consolability is scored from 0-2, which results in a total score between zero and ten.
- **Patients who are awake:** Observe for at least 1-3 minutes. Observe legs and body uncovered. Reposition patient or observe activity, assess body for tenseness and tone. Initiate consoling interventions if needed.
- **Patients who are asleep:** Observe for at least 5 minutes. Observe body and legs uncovered. If possible reposition the patient. Touch the body and assess for tenseness and tone.

Great Osmond Street Hospital for Children NHS Trust (2020). *Revised FLACC Scale*. Available at:  
[https://media.gosh.nhs.uk/documents/Revised\\_FLACC\\_Paperwork.doc.pdf](https://media.gosh.nhs.uk/documents/Revised_FLACC_Paperwork.doc.pdf) (Accessed: 15 February 2023).

## Item (g): faces pain rating scale

# PAIN MEASUREMENT SCALE



### Instructions for use:

- the faces represent levels of pain (for example, face 0 = no pain and face 10 = worst pain possible)
- ask the child to point to the face that matches their level of pain

## Item (h): patient record form

### Patient history:

- surgical procedure – appendicectomy (emergency)
- no surgical complications
- age 6
- no previous hospital admissions
- no reported allergies

### Post-operative assessment:

- pain relief administered
- analgesia administered every 4 hours for 48 hours post-surgery
- assessed pain procedure

Date:

Time:

### FLACC score:

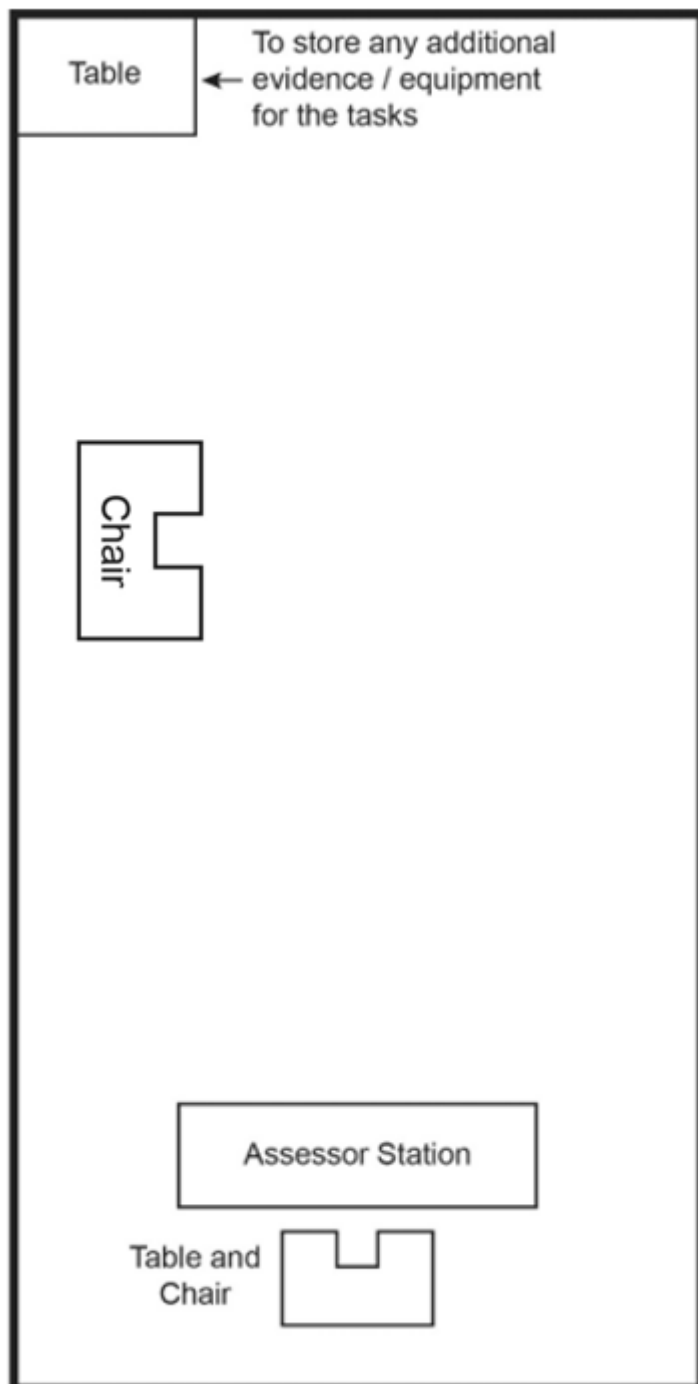
Self-reporting face pain rating scale:

Reported to:

Time:

Signature:

## Floor plan scenario 4



## Practical activities assessment (PAA) mark scheme

The mark scheme for the practical activities assessment (PAA) comprises 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 summer 2023 series only.

To understand what is required to be awarded marks, students should have already been provided with a copy of the marking grids. The marking grids are published in the tutor guidance document, which can be found on the NCFE website.

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

## Marking guidance

### Marking grid

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

The assessment criteria are broken down into 4 bands with a corresponding descriptor. The descriptor for the band indicates the quality of a student's performance in that band. The band is the mark that should be awarded for that assessment criterion. For example, band 1 = 1 mark and band 4 = 4 marks. There is a total of 16 marks available for the scenario-specific skills and 12 marks available for the underpinning skills mark schemes, which should be used in accordance with the assessment requirements (see page 6 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, the assessor's 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, the assessor's decision 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.

Past Paper

## Scenario-specific skills marking

Band	Demonstration of knowledge and understanding of the clinical tasks and/or treatments and/or provision of care and support		Application of best practice, agreed ways of working and regulations/legislation in relation to clinical tasks and/or treatments and/or provision of care and support		Use of equipment and/or materials and/or resources in relation to clinical tasks and/or treatments and/or provision of care and support		Recording, using, selecting and/or presenting data and/or handling information in relation to clinical tasks and/or treatments and/or provision of care and support	
	Mark	Description	Mark	Description	Mark	Description	Mark	Description
4	4	The student demonstrates <b>excellent</b> knowledge and understanding of the delegated clinical tasks and treatments and/or provision of care and support that is sustained throughout the student's practice.	4	The student demonstrates a <b>highly effective</b> application of the clinical tasks, treatment and/or provision of care and support that is <b>consistently</b> in line with best practice techniques and agreed ways of working.  The student's adherence to the appropriate regulations/legislation is <b>excellent</b> and demonstration of the clinical tasks, treatment and/or provision of care and support is <b>always</b> within the scope of their role and responsibilities.	4	The student demonstrates a <b>highly proficient</b> use of the equipment and/or materials and/or resources, which are <b>always</b> applied with accuracy and precision.  The student monitors and maintains equipment and/or materials and/or resources in a <b>highly effective</b> way and <b>always</b> ensures that the equipment and/or materials and/or resources are available, correctly located and serviceable, as applicable.	4	The student records, uses, selects and/or presents data and/or handles information in a <b>highly effective</b> and <b>clear</b> way, when assisting with delegated clinical tasks and treatments and/or providing care and support.  The student <b>consistently</b> records, uses, selects and/or presents and handles information in line with <b>all</b> local and national policies.  The student is <b>highly effective</b> at developing and adhering to care and assessment plans and clarifying complex information, as appropriate.

Band	Demonstration of knowledge and understanding of the clinical tasks and/or treatments and/or provision of care and support		Application of best practice, agreed ways of working and regulations/legislation in relation to clinical tasks and/or treatments and/or provision of care and support		Use of equipment and/or materials and/or resources in relation to clinical tasks and/or treatments and/or provision of care and support		Recording, using, selecting and/or presenting data and/or handling information in relation to clinical tasks and/or treatments and/or provision of care and support	
	Mark	Description	Mark	Description	Mark	Description	Mark	Description
3	3	The student demonstrates <b>good</b> knowledge and understanding of the delegated clinical tasks and treatments and/or provision of care and support, that is <b>largely sustained</b> throughout the student's practice.	3	The student demonstrates <b>effective</b> application of the clinical tasks, treatment and/or provision of care and support that is <b>mostly</b> in line with best practice techniques and agreed ways of working.  The student's adherence to the appropriate regulations/legislation is <b>good</b> and demonstration of the clinical tasks, treatment and/or provision of care and support is <b>usually</b> within the scope of their role and responsibilities.	3	The student demonstrates <b>proficient</b> use of the equipment and/or materials and/or resources, which are <b>usually</b> applied with accuracy and precision.  The student monitors and maintains equipment and/or materials and/or resources in an <b>effective</b> way and <b>mostly</b> ensures that the equipment and/or materials and/or resources are available, correctly located and serviceable, as applicable.	3	The student records, uses, selects and/or presents data and/or handles information in an <b>effective</b> and <b>mostly clear</b> way, when assisting with delegated clinical tasks and treatments and/or providing care and support.  The student <b>generally</b> records, uses, selects and/or presents and handles information in line with <b>most</b> local and national policies.  The student is <b>effective</b> at developing and adhering to care and assessment plans and clarifying complex information, as appropriate.

Band	Demonstration of knowledge and understanding of the clinical tasks and/or treatments and/or provision of care and support		Application of best practice, agreed ways of working and regulations/legislation in relation to clinical tasks and/or treatments and/or provision of care and support		Use of equipment and/or materials and/or resources in relation to clinical tasks and/or treatments and/or provision of care and support		Recording, using, selecting and/or presenting data and/or handling information in relation to clinical tasks and/or treatments and/or provision of care and support	
	Mark	Description	Mark	Description	Mark	Description	Mark	Description
2	2	The student demonstrates <b>satisfactory</b> knowledge and understanding of the delegated clinical tasks and treatments and/or provision of care and support, that is <b>partially sustained</b> throughout the student's practice.	2	The student demonstrates <b>reasonably effective</b> application of the clinical tasks, treatment and/or provision of care and support, that is <b>sometimes</b> in line with best practice techniques and agreed ways of working.  The student's adherence to the appropriate regulations/legislation is <b>satisfactory</b> and demonstration of the clinical tasks, treatment and/or provision of care and is <b>sufficiently</b> within the scope of their role and responsibilities.	2	The student demonstrates <b>sufficient</b> use of the equipment and/or materials and/or resources, which are <b>sometimes</b> applied with accuracy and precision.  The student monitors and maintains equipment and/or materials and/or resources in a <b>reasonably effective</b> way and <b>sometimes</b> ensures that the equipment and/or materials and/or resources are available, correctly located and serviceable as applicable.	2	The student records, uses, selects and/or presents data and/or handles information in a <b>reasonably effective</b> and <b>partially clear</b> way when assisting with delegated clinical tasks and treatments and/or providing care and support.  The student <b>sometimes</b> records, uses, selects and/or presents and handles information in line with <b>some</b> local and national policies.  The student is <b>reasonably effective</b> at developing and adhering to care and assessment plans and clarifying complex information, as appropriate.

Band	Demonstration of knowledge and understanding of the clinical tasks and/or treatments and/or provision of care and support		Application of best practice, agreed ways of working and regulations/legislation in relation to clinical tasks and/or treatments and/or provision of care and support		Use of equipment and/or materials and/or resources in relation to clinical tasks and/or treatments and/or provision of care and support		Recording, using, selecting and/or presenting data and/or handling information in relation to clinical tasks and/or treatments and/or provision of care and support	
	Mark	Description	Mark	Description	Mark	Description	Mark	Description
1	1	The student demonstrates <b>basic</b> knowledge and understanding of the delegated clinical tasks and treatments and/or provision of care and support, that is <b>fragmented</b> throughout the student's practice.	1	The student demonstrates <b>minimally effective</b> application of the clinical tasks, treatment and/or provision of care and support, that is <b>rarely</b> in line with best practice techniques and agreed ways of working.  The student's adherence to the appropriate regulations/legislation is <b>poor</b> and demonstration of the clinical tasks, treatment and/or provision of care and support is <b>minimally</b> within the scope of their role and responsibilities.	1	The student demonstrates <b>poor</b> use of the equipment and/or materials and/or resources, which are <b>rarely</b> applied with accuracy and precision.  The student monitors and maintains equipment and/or materials and/or resources with <b>limited effectiveness</b> and <b>rarely</b> ensures that the equipment and/or materials and/or resources are available, correctly located and serviceable as applicable.	1	The student records, uses, selects and/or presents data and/or handles information in a <b>minimally effective</b> and <b>clear</b> way, when assisting with delegated clinical tasks and treatments and/or providing care and support.  The student <b>rarely</b> records, uses, selects and/or presents and handles information in line with <b>few</b> local and national policies.  The student is <b>minimally effective</b> at developing and adhering to care and assessment plans and clarifying complex information, as appropriate.
0	No evidence demonstrated or nothing worthy of credit.							

## Underpinning skills marking grid

Band	Person-centred and family-centred care and service frameworks		Communication techniques and strategies		Health and safety	
	Mark	Description	Mark	Description	Mark	Description
4	4	<p>The student demonstrates an <b>excellent</b> ability to maintain duty of care, acting in the best interests and considering the rights of the child or young person <b>consistently</b> when assisting with delegated clinical tasks and treatments and/or providing care and support.</p> <p>The student applies <b>highly effective</b> person-centred and family-centred care, demonstrating <b>excellent</b> knowledge and understanding of the role of families and carers in the care and support of children and young people.</p> <p>The student's adherence to and application of the appropriate service frameworks is <b>excellent</b>.</p>	4	<p>The student demonstrates <b>highly effective</b>, age-appropriate communication techniques and <b>always</b> implements strategies to deal with any barriers to communication, showing an <b>excellent</b> ability to develop positive relationships.</p> <p>The student <b>always</b> ensures that appropriate communication techniques are adopted to deliver holistic support when working in partnership with families and carers.</p> <p>The student uses age-appropriate technical language with accuracy and they <b>always</b> demonstrate active listening and questioning for clarity.</p>	4	<p>The student's adherence to and compliance with health and safety regulations and legislation and principles that keep children and young people safe is <b>excellent</b>, when assisting with delegated clinical tasks and treatments and/or providing care and support.</p> <p>The student <b>always</b> monitors and maintains the clinical environment and demonstrates <b>highly effective</b> infection prevention and control procedures.</p>
3	3	<p>The student demonstrates a <b>good</b> ability to maintain duty of care, acting in the best interests and considering the rights of the child or young person when assisting with delegated clinical tasks and treatments and/or providing care.</p>	3	<p>The student demonstrates <b>effective</b>, age-appropriate communication techniques and implements strategies to deal with any barriers to communication, showing <b>good</b> ability to develop positive relationships.</p>	3	<p>The student's adherence to and compliance with health and safety regulations and legislation and principles that keep children and young people safe is <b>good</b> when assisting with delegated</p>

Band	Person-centred and family-centred care and service frameworks		Communication techniques and strategies		Health and safety	
	Mark	Description	Mark	Description	Mark	Description
		<p>The student applies <b>effective</b> person-centred and family-centred care, demonstrating <b>good</b> knowledge and understanding of the role of families and carers in the care and support of children and young people.</p> <p>The student's adherence to and application of the appropriate service frameworks is <b>good</b>.</p>		<p>The student <b>usually</b> ensures that appropriate communication techniques are adopted to deliver holistic support when working in partnership with families and carers.</p> <p>The student's use of age-appropriate technical language is <b>generally accurate</b>, and they <b>usually</b> demonstrate active listening and questioning for clarity.</p>		<p>clinical tasks and treatments and/or providing care and support.</p> <p>The student <b>mostly</b> monitors and maintains the clinical environment and demonstrates <b>effective</b> infection prevention and control procedures.</p>
2	2	<p>The student demonstrates <b>some</b> ability to maintain duty of care, <b>sometimes</b> acting in the best interests and considering the rights of the child or young person when assisting with delegated clinical tasks and treatments and/or providing care and support.</p> <p>The student applies <b>reasonably</b> effective person-centred and family-centred care, demonstrating <b>satisfactory</b> knowledge and understanding of the role of families and carers in the care and support of children and young people.</p> <p>The student's adherence to and application of the appropriate service frameworks is <b>satisfactory</b>.</p>	2	<p>The student demonstrates <b>reasonably effective</b>, age-appropriate communication techniques and <b>sometimes</b> implements strategies to deal with any barriers to communication, showing a <b>reasonable</b> ability to develop positive relationships.</p> <p>The student <b>sometimes</b> ensures that appropriate communication techniques are adopted to deliver holistic support when working in partnership with families and carers.</p> <p>The student's use of age-appropriate technical language is <b>partially accurate</b> and they <b>sometimes</b> demonstrate active listening and questioning for clarity.</p>	2	<p>The student's adherence to and compliance with health and safety regulations and legislation and principles that keep children and young people safe is <b>satisfactory</b> when assisting with delegated clinical tasks and treatments and/or providing care.</p> <p>The student <b>sometimes</b> monitors and maintains the clinical environment and demonstrates <b>sufficient</b> infection prevention and control procedures.</p>

Band	Person-centred and family-centred care and service frameworks		Communication techniques and strategies		Health and safety	
	Mark	Description	Mark	Description	Mark	Description
1	1	<p>The student demonstrates a <b>limited</b> ability to maintain duty of care and <b>rarely</b> acts in the best interests and considering the rights of the child or young person when assisting with delegated clinical tasks and treatments and/or providing care and support.</p> <p>The student applies person-centred and family-centred care with <b>minimal effectiveness</b>, demonstrating <b>basic</b> knowledge and understanding of the role of families and carers in the care and support of children and young people.</p> <p>The student's adherence to and application of the appropriate service frameworks is <b>poor</b>.</p>	1	<p>The student demonstrates <b>minimally effective</b>, age-appropriate communication techniques and <b>rarely</b> implements strategies to deal with any barriers to communication, showing a <b>limited</b> ability to develop positive relationships.</p> <p>The student <b>occasionally</b> ensures that appropriate communication techniques are adopted to deliver holistic support when working in partnership with families and carers.</p> <p>The student's use of age-appropriate technical language is <b>limited</b> in <b>accuracy</b> and they <b>rarely</b> demonstrate active listening or questioning for clarity.</p>	1	<p>The student's adherence to and compliance with health and safety regulations and legislation and principles that keep children and young people safe is <b>poor</b>, when assisting with delegated clinical tasks and treatments and/or providing care and support.</p> <p>The student <b>rarely</b> monitors and maintains the clinical environment and demonstrates <b>limited</b> infection prevention and control procedures.</p>
0	No evidence demonstrated or nothing worthy of credit.					

## Indicative content

### Practical activity scenario 1

- the student demonstrates communication skills with the parent and child when asking questions about the child's symptoms and behaviours in relation to their condition:
  - tailor language to child and parent
  - listen to responses actively
  - speak clearly and confidently
  - demonstrate engagement through body language
  - use non-clinical terminology when appropriate
- the student explains how a reward chart can be beneficial in encouraging a child to engage in treatment of their condition:
  - count stickers regularly for treats (daily/weekly)
  - explain the number of stickers to achieve a goal/treat
  - importance of positive feedback to child
  - importance of remaining calm
- the student outlines to the parent the key target behaviours to use in the reward chart and makes suitable suggestions:
  - scratching behaviours
  - applying cream to elbows, backs of knees, and face
  - frequency of application of cream
- the student encourages the parent to identify a longer-term reward for their child after a certain number of stickers have been achieved
- the student discusses with the parent the uses and benefits of a reward chart:
  - uses:
    - display chart at the child's height
    - child-applied stickers
  - benefits:
    - encouraging child to take responsibility for completion of chart
    - encouraging independent behaviour in the child

Accept other appropriate actions.

## Practical activity scenario 2

- the student demonstrates communication skills with the children:
  - tailor language to the children
  - listen actively
  - respond to questions
- the student explains the importance of keeping teeth clean:
  - help keep them healthy
  - prevent infections
  - prevent gum disease
  - prevent tooth decay
  - keep breath fresh
- the student responds to questions asked by the children:
  - if child asks how long they must brush their teeth
  - what the disclosing tablets do
- the student demonstrates how to clean teeth properly using the teeth cleaning handout and a dry toothbrush by:
  - going down to the gumline
  - cleaning back of the teeth
  - brushing the tongue
- the student demonstrates a step-by-step approach to cleaning teeth for the recommended period (2 minutes):
  - encourage children to think of different sections of the mouth
  - brush twice a day
  - pea-sized amount of toothpaste
- the student explains the importance of using toothpaste, regular brushing and changing toothbrushes regularly, encouraging regular visits to the dentist

Accept other appropriate actions.

## Practical activity scenario 3

- the student demonstrates communication skills:
  - tailor language to the parent and to the child
  - listen actively
  - respond to questions
- the student facilitates a discussion to help the parent and child understand the benefits of physical activity on health
- the student encourages the importance of family-centred care through the promotion of exercise activities that the family can do together, such as walking, cycling, football and swimming
- the student uses health promotional information to discuss the benefits of regular physical activity (for example, daily exercise, suggested amount and time, making exercise fun)
- the student provides information on healthy eating to promote a healthy diet (for example, eating fresh vegetables and fruit, drinking water instead of fizzy drinks)
- the student uses health promotional material to help facilitate the conversation with child and parent

Accept other appropriate actions.

## Practical activity scenario 4

- the student communicates to the child whilst undertaking the pain assessment observation and the faces pain rating scale, including:
  - talking calmly
  - reassuring the child appropriately
- the student follows the protocols for undertaking the FLACC pain observation assessment, including:
  - observing for the correct amount of time (between 2 and 3 minutes)
  - ensuring the child's body and legs are uncovered
  - observing activity
  - assessing body for tenseness and tone
  - initiating consoling interventions if needed
- The student records a score of 5 on the FLACC scale
- the student explains to the child how to use the faces pain rating scale through giving clear instructions (for example, face 0 does not hurt at all, face 2 hurts a little bit, and face 4 hurts a little bit more)
- the student demonstrates accurate written communications skills when recording results
- the student reports the results to the appropriate registered professional verbally in a clear and concise manner to include key points of information including an appropriate evaluation of observations and a clear justification of the final pain rating

Accept other appropriate actions.

## Performance outcomes (POs) grid

Practical activity scenario	O-PO1	O-PO2	O-PO3	Total
1	4	6	6	16
2	8	8	0	16
3		8	8	16
4	16			16
Underpinning	4	4	4	12
<b>Total</b>	<b>32</b>	<b>26</b>	<b>18</b>	<b>76</b>
<b>% weighting</b>	<b>42</b>	<b>34</b>	<b>24</b>	<b>100</b>

## Document information

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