

# **T Level Technical Qualification in Health**

Occupational specialism assessment (OSA)

## **Supporting the Adult Nursing Team**

Assignment 1 – Case study

Mark scheme

v5: Pre-standardisation  
P001990  
20 March – 31 March 2023  
603/7066/X

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

# Supporting the Adult Nursing Team

## Mark scheme

Assignment 1

Case study

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## About this document

This mark scheme has been written by the assessment writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a student
- information on how individual marks are to be awarded
- the allocated performance outcomes (POs) and total marks for each question

Past Paper

# Marking guidelines

## General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment.

- you must mark the first student in exactly the same way as you mark the last
- the mark scheme must be referred to throughout the marking period and applied consistently; do not change your approach to marking once you have been standardised
- reward students positively giving credit for what they have shown, rather than what they might have omitted
- utilise the whole mark range and always award full marks when the response merits them
- be prepared to award 0 marks if the student's response has no creditworthy material
- do not credit irrelevant material that does not answer the question, no matter how impressive the response might be
- the marks awarded for each response should be clearly and legibly recorded
- if you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner
- the indicative content is non exhaustive and should be used as an illustrative guide and not used as an exemplar or checklist

## Guidelines for using extended-response marking grids

Extended-response marking grids have been designed to award a student's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor.

Remember to look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the assessment objectives (AOs), so as not to over/under credit a response. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement either, that students must cover all of the indicative content to be awarded full marks.

## Scenario

You are a healthcare support worker working in Manley Park Residential Home. You are supporting Martha, one of the residents.

Martha is 83 and has been a resident in the home for 6 months following a history of falls. She was recently discharged from hospital following an acute episode of confusion which was resolved. During the admission, her renal function was assessed, and she was diagnosed with mild renal impairment.

Martha has been generally independent with her self-care and walks with a stick. She tends to avoid asking for help, preferring to mainly stay in her room, but enjoys the social contact provided during communal meals and activities. She now has capacity and is normally lively and chatty.

Martha is prescribed atenolol 75mg once daily and paracetamol 1000mg 4 times a day as required, which she tends to take regularly for a painful left hip on walking, and which makes sitting to standing difficult. Martha likes to please everyone and was embarrassed when her daughter complained to the home manager about the smell of urine in her bedroom.

You spoke to Martha the last time you were on duty, 48 hours ago, and had some concerns about possible signs of incontinence. You reported your concerns and tried to talk to Martha about them.

Your resources include:

- item A: transcript of conversation between you and Martha 2 days ago
- item B: fluid balance chart
- item C: hydration toolkit
- item D: food and fluid chart for Martha

## Mark scheme

### Task 1: assessment of the patient/situation

#### Scenario

Today, Martha has not appeared at her usual time for her breakfast in the dining room. When you go to look for her, she is still in bed. She looks pale, her eyes are sunken, her skin and mouth are dry, and she feels hot. You remind her it is breakfast time and she tells you she has got to 'feed the children before school'.

She refuses to eat and wanders around her room. She is very agitated, bewildered and not her usual self. Her nightdress is wet, with the presence of dark staining and very strong odour. You notice there is also faecal smearing on some discarded underwear.

Following your report, Martha is referred to her general practitioner (GP) who prescribes antibiotics for a potential urine infection, sends a urine sample to the laboratory, and suggests ongoing monitoring of physiological measurements.

Martha's current physiological measurements are as follows:

Pulse 99 BPM; blood pressure 95/62; temperature 37.8°C; respirations 18 per minute; Oxygen saturation 96%; BMI 18.5.

#### Task

You have been given:

- item A: transcript of your conversation with Martha 2 days ago
- item B: fluid balance chart

Use these items and the information above to write a report that supports the multidisciplinary team to meet Martha's needs. Your report should include:

- Martha's immediate needs – physical and psychological/emotional
- assessment of the risk factors that could impact Martha's health and wellbeing
- professionals that may be required to support Martha, and their role

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the assessment.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> <li>includes an assessment plan that is <b>highly accurate</b>, demonstrating an <b>excellent</b> understanding of <b>relevant</b> knowledge, skills and behaviours in relation to individualised therapeutic care</li> <li>makes recommendations that are <b>well-thought-out</b>, demonstrating an <b>excellent</b> understanding of <b>relevant</b> practice and context</li> <li>makes justifications that are <b>reasoned, well-considered</b> and <b>contextualised</b></li> <li>includes a <b>highly appropriate</b> response that demonstrates <b>excellent</b> awareness of therapeutic care planning</li> </ul>
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the assessment.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> <li>includes an assessment plan that is <b>accurate</b>, demonstrating a <b>good</b> understanding of knowledge, skills and behaviours in relation to individualised therapeutic care, most of which is <b>relevant</b></li> <li>makes recommendations that are <b>appropriate</b>, demonstrating a <b>good</b> understanding of <b>relevant</b> practice and context</li> <li>makes justifications that are <b>logical</b> and <b>mostly contextualised</b></li> <li>includes an <b>appropriate</b> response that demonstrates <b>good</b> awareness of therapeutic care planning</li> </ul>
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the assessment.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> <li>includes an assessment plan that is <b>adequate in detail</b>, demonstrating a <b>satisfactory</b> understanding of knowledge, skills and behaviours in relation to individualised therapeutic care, some of which may be <b>irrelevant</b></li> <li>makes recommendations that are <b>adequate</b>, demonstrating a <b>satisfactory</b> understanding of practice and context, some of which may be <b>irrelevant</b></li> <li>makes justifications that are <b>inconsistent</b> and <b>poorly contextualised</b></li> <li>includes an <b>adequate</b> response that demonstrates <b>satisfactory</b> awareness of therapeutic care planning</li> </ul>

Band	Mark	Descriptor
1	1–5	<p>A basic response overall with little focus on the key demands of the assessment.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> <li>includes an assessment plan that is <b>lacking in sufficient detail</b>, demonstrating a <b>basic</b> understanding of knowledge, skills and behaviours in relation to individualised therapeutic care, most of which may be <b>irrelevant</b></li> <li>makes recommendations that are <b>basic</b>, demonstrating a <b>poor</b> understanding of practice and context, some of which may be <b>irrelevant</b></li> <li>makes justifications that are <b>weak</b> and <b>poorly contextualised</b></li> <li>includes a <b>basic</b> response that demonstrates <b>poor</b> awareness of therapeutic care planning</li> </ul>
	0	No creditworthy material.

### Indicative content

- The student should:
- Martha's immediate needs:
  - physical such as assistance with mobility to support her to use the bathroom facilities and mobility using her stick
  - support with managing her incontinence
  - monitoring her physiological measurements to check for any deterioration
  - psychological and/or emotional such as dealing with her incontinence and managing it
  - support with fluid intake and managing the timing of fluid intake to reduce the possibility of incontinence
- assessment of the risk factors that could impact Martha's health and wellbeing:
  - poor mobility and incontinence which may increase the likelihood of bed sores
  - issues with hygiene if she is unable to care for herself and the physical and emotional impact it may have
  - dehydration due to lack of water intake or low water intake
- professionals that may be required to support Martha, and their role:
  - physiotherapists or therapists to support Martha in her mobility, both getting out of bed and walking so she can use the bathroom easier
  - mental health nurse to support Martha with her wellbeing as she deals with her health problems
  - nurses who may have to support with any skin issues if her mobility does not improve and she develops issues from sleeping in wet bedding
  - dietician to support Martha in her food and water intake to reduce the risk of dehydration
  - healthcare support assistants to support Martha in her personal care and hygiene

Accept other appropriate responses.



## Task 2: goals/patient outcomes/planned outcomes

### Scenario

You have been asked by registered professionals to assist with Martha's health and wellbeing. She needs to develop goals to meet her daily living activities. Martha has expressed her deep embarrassment about her recent incontinence and reluctantly admits it is influencing some of her choices.

### Task

You have been asked to follow up on the findings of your conversation with Martha before she became unwell (item A). You have been given a hydration toolkit (item C) to inform you of best practice. You should:

- suggest 3 short-term goals to support Martha around activities of daily living
- recommend activities to support the achievement of Martha's goals
- identify what barriers may affect Martha's ability to achieve her goals
- explain how a person-centred approach could support Martha in the achievement of her goals

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the goals.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> <li>• suggests goals that are <b>relevant</b>, <b>well-considered</b> and <b>contextualised</b> to the context of the case study, demonstrating a person-centred approach</li> <li>• includes an <b>accurate</b> and <b>appropriate</b> evidence-based explanation that evidences <b>excellent</b> understanding of activities of daily living</li> <li>• includes <b>detailed</b> explanation of duty of care and a <b>high commitment</b> to evidence-based practice</li> <li>• discusses <b>highly relevant</b> knowledge and skills required to support an individual's continence and personal hygiene needs that <b>comply fully</b> with the duty of care</li> <li>• presents a discussion that reflects a <b>comprehensive</b> decision-making strategy, which clearly reflects the needs of the case study</li> </ul>

Band	Mark	Descriptor
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the goals.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> <li>suggests goals that are <b>mostly relevant</b> to the context of the case study, demonstrating a person-centred approach</li> <li>includes an <b>accurate</b> evidence-based explanation that evidences <b>good</b> understanding of activities of daily living</li> <li>includes <b>good</b> explanation of duty of care and a <b>good</b> commitment to evidence-based practice</li> <li>discusses <b>relevant</b> knowledge and skills required to support an individual's continence and personal hygiene needs that <b>comply</b> with the duty of care</li> <li>presents a discussion that reflects an <b>identifiable</b> decision-making strategy, which reflects the needs of the case study</li> </ul>
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the goals.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> <li>suggests goals that are <b>inconsistently</b> relevant to the context of the case study, demonstrating a <b>moderate</b> person-centred approach</li> <li>includes a <b>satisfactory</b> evidence-based explanation that evidences <b>moderate</b> understanding of activities of daily living</li> <li>includes <b>satisfactory</b> explanation of duty of care and a <b>moderate</b> commitment to evidence-based practice</li> <li>discusses <b>satisfactory</b> relevant knowledge and skills required to support an individual's continence and personal hygiene needs that comply with the duty of care</li> <li>presents a discussion that reflects a <b>moderate</b> decision-making strategy, which does not consistently reflect the needs of the case study</li> </ul>
1	1–5	<p>A basic response overall with little focus on the key demands of the goals.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> <li>suggests goals that are <b>limited</b> in relevance to the context of the case study, with <b>limits</b> to demonstrating a person-centred approach</li> <li>includes a <b>tenuous</b> evidence-based explanation that evidences <b>insufficient</b> understanding of activities of daily living</li> <li>includes <b>limited</b> explanation of duty of care and little or no commitment to evidence-based practice</li> <li>discusses <b>limited</b> relevant knowledge and skills required to support an individual's continence and personal hygiene needs that comply with the duty of care</li> <li>presents a discussion that reflects a <b>tenuous</b> decision-making strategy, which <b>poorly</b> reflects the needs of the case study</li> </ul>

Band	Mark	Descriptor
	0	No creditworthy material.

## Indicative content

The student should:

- suggest 3 goals to support Martha with activities of daily living which could include goals about:
  - the structure of Martha's day around challenges linked to incontinence and/or mobility
  - eliminating body waste
  - personal hygiene to help with self-confidence since she is self-conscious about body odours
  - dietary choices to help with elimination
  - to be able to eat and drink without feeling worried about the potential consequences
- explain how a person-centred approach represents the duty of care:
  - health professionals have a duty to respond to the code of conduct and practise effectively using best practice guidelines, including:
    - using the guidelines provided to promote hydration
  - responding in ways to reduce the impact of inadequate hydration (including increased urinary tract infections, incontinence, pressure ulcers, dizziness, constipation, kidney injury)
  - duty of care requires use of the 6 Cs (practising with care, compassion, competence, communication, courage and commitment)
- discuss knowledge and skills that can support Martha manage continence and personal hygiene needs, including:
  - knowledge of Martha's preferences around privacy and dignity
  - how to maximise Martha's independence and empower her, without neglecting her needs when they are required
  - how Martha responds to individual care and to the need to check her skin integrity
  - how to check her skin integrity
- barriers that may affect the achievement of the goals:
  - Martha's potential non-compliance with treatment and support
  - availability of professionals and/or resources to support
- activities to support Martha in the achievement of her goals:
  - using fluid balance to monitor fluid intake
  - therapeutic interventions to support elimination of waste such as waterproof mattress, incontinence pads

Accept other appropriate responses.

## Task 3: care/treatment/support plan

### Scenario

Due to feeling unwell, Martha has been spending a lot of time in bed and today a visual assessment has been completed, which noted that she potentially has a stage 1 pressure sore on her right hip.

She is also having further incontinence issues and more accidents. She is feeling more embarrassed and self-conscious as she is having to have her bed changed 2 to 3 times a day.

Item D is Martha's food and fluid chart for the previous day.

### Task

Using item D, and any other relevant information from previous tasks to support, write a series of recommendations which explains the treatment and support that is required for Martha.

In your response, you should include:

- a summary of the main concerns in Martha's condition
- all treatment and/or support that Martha requires
- any other professionals that may be needed to support Martha, and their role

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the treatment plan.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> <li>• includes recommendations that are <b>highly accurate</b>, demonstrating an <b>excellent</b> understanding of <b>relevant</b> knowledge, skills and behaviours in relation to individualised therapeutic care</li> <li>• includes an interpretation of the Modified Rivermead Mobility Index that is <b>relevant</b> and <b>accurate</b>, demonstrating an <b>excellent</b> understanding of <b>relevant</b> practice and context</li> <li>• makes exercise and equipment recommendations that are <b>reasoned</b>, <b>well-considered</b> and <b>contextualised</b></li> <li>• includes a <b>highly appropriate</b> response that demonstrates <b>excellent</b> awareness of therapeutic care planning</li> </ul>

Band	Mark	Descriptor
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the treatment plan.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> <li>includes recommendations that are <b>accurate</b>, demonstrating a <b>good</b> understanding of knowledge, skills and behaviours in relation to individualised therapeutic care, most of which is <b>relevant</b></li> <li>includes an interpretation of the Modified Rivermead Mobility Index that is mostly <b>relevant</b> and <b>accurate</b>, demonstrating a <b>good</b> understanding of <b>relevant</b> practice and context</li> <li>makes exercise and equipment recommendations that are <b>logical</b> and <b>mostly contextualised</b></li> <li>includes an <b>appropriate</b> response that demonstrates a <b>good</b> awareness of therapeutic care planning</li> </ul>
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the treatment plan.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> <li>includes recommendations that are <b>adequate in detail</b>, demonstrating a <b>satisfactory</b> understanding of knowledge, skills and behaviours in relation to individualised therapeutic care, some of which may be <b>irrelevant</b></li> <li>includes an interpretation of the Modified Rivermead Mobility Index that is partially <b>relevant</b> and <b>accurate</b>, demonstrating an <b>adequate</b> understanding of <b>relevant</b> practice and context</li> <li>makes exercise and equipment recommendations that are <b>inconsistent</b> and <b>poorly contextualised</b></li> <li>includes an <b>adequate</b> response that demonstrates a <b>satisfactory</b> awareness of therapeutic care planning</li> </ul>
1	1–5	<p>A basic response overall with little focus on the key demands of the treatment plan.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>includes recommendations that are <b>lacking in sufficient detail</b>, demonstrating a <b>basic</b> understanding of knowledge, skills and behaviours in relation to individualised therapeutic care, most of which may be <b>irrelevant</b></li> <li>includes an interpretation of the Modified Rivermead Mobility Index that is <b>lacking in sufficient detail</b>, demonstrating a <b>basic</b> understanding of <b>relevant</b> practice and context</li> <li>makes exercise and equipment recommendations that are <b>weak</b> and <b>poorly contextualised</b></li> <li>includes a <b>basic</b> response that demonstrates a <b>poor</b> awareness of therapeutic care planning</li> </ul>

Band	Mark	Descriptor
	0	No creditworthy material.

## Indicative content

The student should consider:

- the main concerns regarding Martha's condition, including:
  - development of pressure sore on the right hip
  - issues with further incontinence and increased time spent in bed
- treatment and support that she may need:
  - regular turning/positioning
  - pressure relieving cushions/mattress
  - continued hydration/diet to promote bladder health
  - equipment that may support until feeling better such as pads and bed pans
  - further investigation on cause of incontinence such as cognitive issues or UTI
- other professionals that need to be involved in Martha's care:
  - family support
  - emotional support from therapists
  - care required by nurse
  - support from nutritionist

Accept other appropriate responses.

## Task 4: evaluation/monitoring effectiveness/clinical effectiveness

### Scenario

The ward nurse has asked you to write a report which explains how Martha's progress will be monitored in preparation for Martha's next care review.

### Task

Using information from the case study materials and what you have learned about Martha, you should write a report which includes how you will monitor the effectiveness of the recommendations from task 3.

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the question.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> <li>demonstrates <b>excellent, detailed</b> and <b>balanced</b> analysis of evidence-based care in the context of the case study</li> <li>includes <b>fully complete</b> and <b>accurate</b> documentation within the template guidance</li> <li>includes an <b>accurate</b> and <b>detailed</b> explanation that evidences <b>excellent</b> understanding of the needs of the evaluation</li> <li>makes recommendations that are <b>reasoned, well-considered</b> and <b>well-contextualised</b></li> <li>demonstrates <b>detailed</b> and <b>comprehensive</b> understanding of person-centred care principles and standards</li> </ul>
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the evaluation.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> <li>demonstrates <b>accurate</b> analysis of evidence-based care in the context of the case study</li> <li>includes completed documentation – there may be one or two errors, including within the template guidance</li> <li>includes an <b>accurate</b> explanation that evidences <b>good</b> understanding of the needs of the evaluation</li> <li>makes recommendations that are <b>logical</b> and mostly contextualised</li> <li>demonstrates <b>good</b> understanding of person-centred care principles and standards</li> </ul>

Band	Mark	Descriptor
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the evaluation.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> <li>demonstrates <b>satisfactory</b> analysis of evidence-based care in the context of the case study</li> <li>includes completed documentation – there may be a few errors, including within the template guidance</li> <li>includes a <b>satisfactory</b> explanation that evidences <b>moderate</b> understanding of the needs of the evaluation</li> <li>makes recommendations that are <b>inconsistently</b> contextualised</li> <li>demonstrates <b>moderate</b> understanding of person-centred care principles and standards</li> </ul>
1	1–5	<p>A limited response overall with little focus on the key demands of the evaluation.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> <li>demonstrates <b>limited</b> analysis of evidence-based care in the context of the case study</li> <li>includes <b>partially</b> completed documentation, including within the template guidance</li> <li>includes <b>limited</b>, descriptive appropriate explanation that evidences a <b>limited</b> understanding of the needs of the evaluation</li> <li>makes recommendations that are <b>weak, non-contextualised</b> or <b>poorly</b> contextualised</li> <li>demonstrates <b>tenuous, vague</b> understanding of person-centred care principles and standards</li> </ul>
	0	No creditworthy material.

## Indicative content

The student should:

- identify indicators to help evaluate the effectiveness of the recommendations, such as using a baseline to measure improvements for physical health, including:
  - improvement in daily living skills functions
  - decrease in feelings of anxiety
  - improvement in physical condition and reduction of risk of pressure sores
  - increased mobility and improvement in social interactions
- recommend the use of regular reviews and health/physiological measurements
- identify professionals and strategies for further support and interventions, including:
  - dietician
  - counsellor



- health promotional information such as mental health, exercise, study skills, diet and nutrition

Accept other appropriate responses.

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## Performance outcome (PO) grid

Task	C-PO1	C- PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total
1	0	0	10	0	0	10	20
2	10	0	0	0	10	0	20
3	0	0	0	16	4	0	20
4	0	12	0	4	4	0	20
<b>Total</b>	<b>10</b>	<b>12</b>	<b>10</b>	<b>20</b>	<b>18</b>	<b>10</b>	<b>80</b>
<b>% weighting</b>	<b>12.5</b>	<b>15</b>	<b>12.5</b>	<b>25</b>	<b>22.5</b>	<b>12.5</b>	<b>100</b>

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