T-LEVELS | Institute for Apprenticeships & Technical Education

T Level Technical Qualification in Health

Employer-set project (ESP)

Core skills

Tutor guidance

NCFE CACHE

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Tutor guidance

Contents

Introduction

This guidance has been produced following feedback from tutors in order to support the delivery of the T Level Technical Qualification in Health, in particular, with the elements of the course where tutors have requested additional support during the first full series of the specifications. It is not intended to replace the specification documents but should be used in conjunction with them.

The aim of the external assessments is for students to have the opportunity to use their knowledge gained from the core, specialist core, and specialist component to demonstrate and show the knowledge and skills they have gained.

The assessment methods vary across the components to allow students to express their knowledge and skills gained in a valid and reliable way, and for them to be able to demonstrate at the end of the qualification the threshold competency they have gained to be able to progress into employment or into higher education. Although the content between occupational specialism (OS) assignments differs, the structure and delivery are consistent.

NCFE provides instructions for each of the assessments and these must be followed by providers. Essential resources for the assessments must be purchased by providers prior to the assessments taking place.

Tutor overview

Tutors should have relevant occupational and teaching experience to undertake the role of a tutor in any of the assessments. Tutors need to familiarise themselves with the content of the assessments to ensure that they have a full understanding of the requirements and that essential resources required for the assessments are available.

Summary

The core aspect of the qualification requires students to develop their ability and aptitude in healthcare.

The core content will be assessed through the following assignments:

	Sub-component	Assessment time	% Weighting	Raw marks	Assessment conditions	Marking
Core	Paper A	2 hours 30 minutes	34%	116	Invigilated	External
	Paper B	2 hours 15 minutes	36%	118	Invigilated	External
	Employer-set project	14 hours 30 minutes (plus 2 hours preparation time)	30%	100	Supervised	External
	Component total	**19 hours 15 minutes (plus 2 hours preparation time)**	**100%**			

This guide focuses on the delivery of the employer-set project (ESP). The ESP assessment tasks are set and marked by NCFE.

Accessibility and fairness

To promote accessibility and fairness for all students and to ensure diversity and equality, we expect providers to be aware of and meet the requirements of relevant NCFE policies and government legislation. You must ensure that:

- all of your processes concerned with assessment are carried out in a fair and objective manner

- you continue to adhere to current equal opportunities legislation

- you continue to operate an effective diversity and equality policy, with which students are familiar and which applies to all students using our products and services

Plagiarism may result in the external assessment task being awarded a U grade**.** For further guidance, refer to www.qualhub.co.uk

Employer-set project (ESP) overview

Outline

The purpose of the ESP is to ensure that students have the opportunity to apply core knowledge and skills to develop a substantial piece of work in response to an employer-set brief. The brief and tasks are contextualised around healthcare settings and the pre-release materials will be provided to the student ahead of the assessment window.

To achieve the assessment objectives and meet the brief, the students must demonstrate the following core skills (CS):

- CS1: Demonstrate person-centred care skills: when planning, developing and providing care to ensure the needs of individuals are met

- CS2: Communicating: be able to communicate effectively with patients, carers, service users and other health and social care professionals using a range of techniques to overcome communication barriers

- CS3: Team working: be able to work collaboratively with a range of healthcare professionals within and outside a specific team, as well as with other individuals such as carers

- CS4: Reflective evaluation: be able to reflect on own practice and make improvements to own practice

- CS5: Researching: be able to contribute to research and innovation within a specific area of practice, working from independently sourced material, and analysing results of research to draw conclusions

- CS6: Presenting: be able to present the outcomes of the project in a range of formats, to a variety of stakeholders

The knowledge requirements will be taken from the core knowledge relevant to the brief, the briefs will change for each assessment window.

Delivery

The maximum overall time allowed for the external assessment is 14 hours 30 minutes, plus 2 hours of preparation time under supervised conditions.

NCFE sets the start date and the submission date of the assessment window for the external assessment task. Providers will have 7 working days to prepare for the delivery, from opening the assessment materials. The pre-release research activity should be completed during the 2 week window, but before the tasks are given to students, and all subsequent assessment tasks should then be delivered in a 2 week window. We do encourage providers to release materials to students at the provider's earliest possible convenience to maximise the use of time.

We recognise that assessment times can place pressure on providers and tutors, and the assessment period can be stressful for all parties. As such, we trust that providers and tutors will manage and allocate the time over the period to promote the wellbeing and achievement of their students.

External assessment materials should not be given to students until the first supervised assessment session. The tasks must only be given at the start of the allocated time for each element, for example, task 1 must be shared with students under supervised conditions at the start of the time allotted for that task. There must be no occasion where students see the task and then leave supervised conditions before the task's completion.

The assessment window will consist of provider-arranged supervised sessions of external assessment. Sessions can be undertaken in the normal classroom environment, so long as each student has access to, or the option to use, a computer system. Providers can decide how to arrange supervised sessions. Providers must submit students' completed assessment work by the published submission date.

When preparing to start a supervised session, time taken to print students' work is not included as part of the permitted hours for the external assessment task. In addition to this, time taken to collate and upload students' work is also not included as part of the permitted hours for the external assessment time.

At any time, NCFE may request the timetable that providers have set for the supervised sessions.

The permitted time must not be increased, unless a reasonable adjustment has been agreed for a student in accordance with the reasonable adjustments and special considerations policy which can be found at www.qualhub.co.uk

The permitted time must not be decreased. Students must be given the opportunity to complete the full amount of time for the external assessment task. Providers must take this into account when timetabling the session.

Assessment conditions

Students must complete the ESP independently and under supervised conditions.

Students and tutors are required to sign declarations of authenticity to confirm that the work is their/the student's own. The declaration forms can be found at www.qualhub.co.uk. This is to ensure authenticity and to prevent potential malpractice and maladministration. Students must be made aware of the importance of this declaration and the impact this could have on their overall grade if the evidence was found not to be the students' own work.

Tutors must retain students' research materials at the end of each supervised session, alongside all materials and/or evidence produced by students within the supervised assessment.

At the end of each supervised session, the tutor must collect all evidence and any other materials, including students' research materials, before students leave the room, to ensure that no student takes any external assessment material or assessment evidence out of the room. This also includes sufficient monitoring and checks to ensure that students have not made materials available to themselves or anyone else electronically via the intranet or internet.

External assessment materials should be securely stored between supervised sessions. Students must not have access to this area between the supervised sessions, including electronic files.

Work such as formative assessment and/or work done with sample assessment materials must **not** be used again as part of the external assessment task submission to NCFE.

Appendices should not be included and will not be marked unless specifically required from the task instructions.

Some of the tasks may require students to find and select relevant information from a range of sources to use as references to support their knowledge and understanding or to justify their responses.

- students must clearly show where sources have been used to support their own ideas and opinions

- students must clearly reference all sources used to support their own ideas and opinions

- any quotations from websites must be referenced

Resources

Students must have access to the appropriate resources required to complete the ESP. All resources for the core content can be found in the assessment specification.

Use of standardised patients

A standardised patient (SP) is a person carefully recruited and trained to take on the characteristics of a real patient, thereby affording the student an opportunity to learn and to be evaluated on learned skills in a simulated clinical environment.

The role of a SP is to independently, consistently and accurately convey details of the patient's life in an appropriate and consistent manner.

We recommend that providers research the principles of good practice in presenting simulated patients, reading around the subject; for example, NCFE recommends simulated patient handbook, a comprehensive guide for facilitators and simulated patients, by Fiona Dudley. NCFE will also provide training on delivery to support consistency of delivery and provide series-specific guidance.

Tutors or subject matter experts who take on the role of the standardised patient should ensure they have the appropriate level of subject knowledge to understand the nature and complexity of the role.

The SP will be expected to:

- access and apply information provided in the training supplied by NCFE

- memorise the patient's details (although the SP/role player is permitted to have the appropriate notes with them to refer to during the practical activity/scenario)

- remain in a specific patient character when responding to student questions

- play the role in a convincing but not melodramatic manner, being mindful of facial expression

- check that language used is appropriate for a typical patient (for example, not overly medicalised)

- refrain from embellishing the condition in a misleading way

- play the role consistently so that every students' experience will be the same

- repeat aspects that the student has not understood, be prepared to alter the wording slightly if they continue to fail to be understood but not radically, so not to advantage that student in comparison to other students

- avoid tips or prompts that make the assessment less challenging

- give information only, but only in response to appropriate prompting

Tasks

Below is an example of the tasks that may appear in the ESP. The inclusion of these tasks is to illustrate a proposed structure and timings; this is for exemplar purposes only, as these tasks are likely to vary in content and time every cohort.

Preparation research

Required resources

- laptop or desktop computer
- internet access
- 5 project case study briefs

The preparation research will be implemented in the 2 week window and prior to all tasks, and students will have access to the internet in supervised conditions.

Students will be provided with the full case studies and will be allocated 2 hours to read and then choose one of the case studies to then research the care and support needs of the individual in the case study. The case studies all contain elements of multiple occupational specialisms, so it is entirely the student's choice which they choose to focus on for their project.

Students' research must:

- be contained within 4 pages, excluding references
- be in an Arial font 12pt, within standard border sizes
- clearly show where sources have been used to support their own ideas and opinions
- clearly reference all sources used to support their own ideas and opinions
- reference any quotations from websites

Students will refer to this research as the principle information source throughout the project.

Task 1

Required resources:

- laptop or desktop computer
- task 1 materials
- access to research from preparation research time

Delivery

- students will be allocated 2 hours in supervised conditions to write a word-processed synthesis of research that describes how best to support the individual from their chosen case study
- students will have access to their preparation task research but are not permitted to have access to the internet or any additional resource materials for this task

Task 2(a)

Required resources:

- standardised patient

- task 2(a) materials

- access to research from preparation research time

Delivery

Students will be allocated a total of 2 hours for this task.

For the first part of the task students will be allocated 30 minutes in supervised conditions to prepare for a discussion in which they will take the role of a healthcare assistant and the tutor will take the role of the standardised patient within the case study. For the preparation activity, students will have access to their preparation task research completed for task 1 to support them in preparing a series of questions they can ask within the discussion to support in the planning of the individual's care.

For the second part of the task, students will be allocated a maximum of 30 minutes for the discussion. They should take their questions into the discussion. Tutors who take on the role of the standardised patient from one of the case studies should ensure they are familiar with each of the case studies to be able to answer questions appropriately to the student. If questions asked by the students are not relevant to the information provided in the case study, tutors are permitted to ask the student to proceed to the next question. Tutors should not provide any leading answers and should only base their answers on the information from the case study and what is appropriate to the task. Tutors will need to complete the feedback form on the student's conduct and communication within the discussion and this will be provided to the student for the third part of the task.

For the third part of the task students will be allocated 1 hour in supervised conditions to clarify and expand their notes and read and write a reflection from their feedback, which they will use to support them in the completion of task 3. Students will be able to have access to the tutor feedback form, their own notes from the discussion and the preparation research from task 1.

Task 2(b)

Required resources:

- laptop or desktop computer

- healthcare plan template

- task 1 preparation research

- task 2(a) materials

Delivery

Students will be allocated a total of 2 hours 30 minutes in supervised conditions to complete a healthcare plan template for the individual from the case study using their notes from task 2(a) and their preparation research from task 1.

Task 3(a)

Required resources:

- laptop or desktop computer

- task 2(b) healthcare plan

- provide peer discussion form

- reflect on peer discussion form

Delivery

Students will be allocated a total of 3 hours 30 minutes for all parts of the formative reflection task. The overall time should not exceed 3 hours and 30 minutes. Students should be informed of the time split before beginning the task.

Tutors will need to allocate students to peer discussion groups (maximum 3 per group).

The maximum timings and order of tasks are as follows:

- students have 1 hour to read peers' plans and complete the peer discussion form for each plan

- students have a maximum of 30 minutes to re-familiarise themselves with their own healthcare plan, and peer discussion feedback forms they have completed about the other plans before beginning the group discussion

- each group member will take it in turns to receive feedback from all peers. When feedback is given on other students' healthcare plans, they must use the feedback forms to support their verbal feedback. This discussion will last a maximum of 30 minutes per plan

- students must complete handwritten notes that reflect on the feedback received from each group member on the feedback form. They will have a maximum of 30 minutes to complete the feedback form

All work must be handed in to the tutor, who needs to sign all peer discussion forms.

Task 3(b)

Required resources:

- laptop or desktop computer

- digital presentation software

- task 2(b) care and support plan

- provide peer discussion form

- reflect on peer discussion form

Delivery

Students will be allocated a total of 2 hours 30 minutes for this task. The maximum times are listed below, and flexibility is given to providers to allow for manageability.

Students will:

- be required to produce and conduct a presentation for a tutor who will assume the role of a senior colleague

- have a maximum of 2 hours to prepare for their presentation - the presentation must include digital aids, such as PowerPoint slides

- have a maximum of 15 minutes to present and within their presentation they must include proposed changes to the care and support plan based on peer feedback

On completion of the presentation students will answer questions given by the tutor who is assuming the role of the senior colleague.

Students will be allocated a maximum of 15 minutes to answer questions. Tutors should only ask questions based on the information provided in the presentation, care and support plan, and the feedback sheets provided from task 3(a).

Task 4

Required resources:

- laptop or desktop computer

- reflective account pro-forma

- task 1 preparation research

- task 2(a) materials

- task 2(b) care and support plan

- provide peer discussion form

- reflect on peer discussion form

- proforma

Delivery

Students will have 2 hours to complete this task.

Students will be asked to complete a reflective account using the reflective account pro-forma to structure their response.

Students should consider the following areas when completing this task:

- how they feel they approached the overall project and how they achieved the tasks individually

- evaluation of their performance and experience, reflecting on what did and did not go well, and focusing on their strengths and weaknesses in both performance and knowledge

- conclusions they can draw from this experience

- areas they would approach differently or improve if they were to be faced with a similar project

Submission

Tutors should inform students that all tasks in the ESP should be saved separately and completed electronically. This should be delivered to NCFE by the date and time stated.

The electronic files should:

- use Word processing

- use black font, Arial font 12pt, unless otherwise specified, with standard border sizes

- clearly show where sources have been used to support ideas and opinions

- clearly reference all sources used to support ideas and opinions, including any quotations from websites

- be clearly labelled with the relevant task number, student details, and be legible (for example, front page and headers)

- be given a clear file name for identification purposes, see tasks in the assignment brief for relevant naming conventions

- include page numbering in the format 'page X of Y', where X is the page number and Y is the total number of pages

- clearly show where sources have been used to support students' own ideas and opinions

- clearly reference all sources used to support student's own ideas and opinions

- reference any quotations used from websites

Tutors should ensure that students have completed and signed the assessment cover sheet (ACS) and included it at the front of the assessment task evidence.

Any work not produced electronically must be agreed with tutors, in which case the evidence students produce should be scanned and submitted as an electronic piece of evidence.

At the end of the supervised session, the tutor will collect all assessment materials and evidence before students leave the room. Students must not take any assessment materials outside of the room (that is, via a physical memory device). They must not upload any work produced to any platform that will allow access of materials outside of the supervised sessions (including email).

All students' scripts and other evidence must be submitted to NCFE for marking. All assessment material must be securely stored prior to submission.
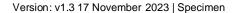
Access arrangements

Access arrangements enable students with special educational needs, disabilities, or temporary injuries to take our exams and assessments.

Any of the listed tasks may be adapted to suit different needs, but the way in which they are adapted depends on the individual need or disability.

It's important that any adaptation or adjustment does not compromise the rigour and validity of the assessment; in most cases, extra time (which should be applied for) or a change of recording mode (for example, changing to handwritten submissions) are appropriate modifications.

We can make arrangements for disabled students and those with special needs to help them access the assessments, as long as the competencies being tested are not changed. Access arrangements must be agreed with us before the assessment by using our online application service. All access requests will be considered individually, and your application should outline what the student can do and how the activities will be adapted in order to meet the assessment criteria.

Adapted activities will not be accepted for assessment unless approved by NCFE. Schools and colleges can apply online on the NCFE website.

Document information

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Post approval, updated for publication.		January 2021
v1.1	NCFE rebrand.		September 2021
v1.2	Amends to Task 3b resources, page 10. (ODSR_H_171)		September 2022
v1.3	Sample added as a watermark	November 2023	17 November 2023