

# T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

## Supporting the Adult Nursing Team

Assignment 3 – Professional discussion

Mark scheme

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# Supporting the Adult Nursing Team

## Mark scheme

Assignment 3

Professional discussion

## Contents

<b>About this document</b> .....	<b>3</b>
<b>Marking guidelines</b> .....	<b>4</b>
General guidelines .....	4
Guidelines for using extended response marking grids .....	4
<b>Mark scheme</b> .....	<b>5</b>
<b>Theme 1: Organisational structure and health and safety</b> .....	<b>6</b>
<b>Theme 2: Supporting overall care and wellbeing</b> .....	<b>12</b>
Theme 3: Working as part of a team.....	19
<b>Performance outcome (PO) grid</b> .....	<b>24</b>
<b>Document information</b> .....	<b>25</b>
Change History Record.....	25

## 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 awarded
- the allocated performance outcomes and total marks for each question

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# 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.

## 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, 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.

## Mark scheme

### Performance outcomes (POs)

This assessment requires students to demonstrate the following:

#### Supporting Healthcare (core)

<b>PO1</b>	Assist with an individual's overall care and needs to ensure comfort and wellbeing
<b>PO2</b>	Assist registered health professionals with clinical or therapeutic tasks and interventions
<b>PO3</b>	Undertake a range of physiological measurements

#### Supporting the Adult Nursing Team (option A)

<b>PO1</b>	Assist the adult nursing team with clinical tasks
<b>PO2</b>	Support individuals to meet activities of daily living
<b>PO3</b>	Assist with skin integrity assessments and with the care and treatment of skin conditions

# Theme 1: Organisational structure and health and safety

## Question 1

### Part A

Referring to your own knowledge and experience, describe how you demonstrate core values when undertaking your role and responsibilities.

### Part B

Referring to your own experience, discuss how you have demonstrated duty of care and the duty of candour within your role and responsibilities.

[12 marks]

Band	Mark	Descriptor
4	10–12	<p>Description of core values scenario is highly detailed, demonstrating an excellent understanding of relevant knowledge, skills and behaviours.</p> <p>The student has displayed a highly detailed understanding of the scope of their role to support registered professionals and is consistent with regulatory and professional legislations and policies which support its structure in detail.</p> <p>Discussion of duty of candour/duty of care is highly comprehensive and detailed.</p> <p>A highly effective response that demonstrates comprehensive awareness of own role and responsibilities.</p>
3	7–9	<p>Description of core values scenario is detailed, demonstrating a good understanding of mostly relevant knowledge, skills and behaviours.</p> <p>The student has displayed a detailed understanding of the scope of their role to support registered professionals and is generally consistent with regulatory and professional legislations and policies which support its structure in detail.</p> <p>Discussion of duty of candour/duty of care is detailed and clear.</p> <p>An effective response that demonstrates good awareness of own role and responsibilities.</p>
2	4–6	<p>Description of core values scenario has some detail, demonstrating a sufficient understanding of some relevant knowledge, skills and behaviours.</p> <p>The student has displayed a moderate understanding of the scope of their role to support registered professionals and some consistency with regulatory and professional legislations and policies which support its structure in detail.</p> <p>Discussion of duty of candour/duty of care is satisfactory.</p> <p>A sufficient response that demonstrates satisfactory awareness of own role and responsibilities.</p>

Band	Mark	Descriptor
1	1–3	<p>Description of core values scenario is limited in detail, demonstrating minimal understanding of knowledge, skills and behaviours.</p> <p>The student has displayed limited understanding of the scope of their role to support registered professionals and minimal consistency with regulatory and professional legislations and policies which support its structure in detail.</p> <p>Discussion of duty of candour/duty of care is minimal and may have some irrelevance.</p> <p>A limited response that demonstrates minimal awareness of own role and responsibilities.</p>
	0	No creditworthy material

### Indicative content

- the student discussed the requirements for following a duty of care and duty of candour within the scope of the supporting healthcare role, such as:
  - the 6Cs of nursing
  - the NHS values
  - personalisation agenda
  - The Mental Capacity Act (2005) plus Amendment (2019)
  - person-centred care planning
  - the role of candour in informing practice
  - whistleblowing and conflicts between rights and responsibility
- the student knows requirements to safeguard individuals and their wider family/carers and promote principles to others in practice including safeguarding legislation such as:
  - The Care Act 2014
  - Safeguarding Vulnerable Groups Act 2006
  - local policy and procedure (for example, disclosure guidelines)
  - lines of reporting and raising concerns
  - departmental procedures (for example, complaints procedure)
- the student may include the 6 principles of adult safeguarding (empowerment, prevention, proportionality, protection, partnership, accountability)
- students may implement duty of care and candour when working with individuals and their families/carers, discussing the requirement to speak clearly and confidently using appropriate tone and register that reflects audience and purpose including:
  - clarity around definitions
  - ensuring a person-centred process
  - minimising bureaucracy
  - distinguishing between regret and an apology

- robust monitoring and compliance
- a system to deal with breaches of the duty of care/candour, observing confidentiality.
- students may describe the relevance of current guidelines, standards, policies and frameworks, set by government, regulatory bodies and delivery partners to ensure core values of care. Examples may include:
  - government, regulatory bodies, and delivery partners including Department of Health and Social Care (DHSC)
  - Nursing and Midwifery Council (NMC)
  - Care Quality Commission (CQC)
  - Skills for Care (SfC)
- student may discuss guidelines, standards, policies, and frameworks including:
  - Health and Social Care Act 2012
  - Care Act 2014
  - NHS constitution
  - Nursing and Midwifery Council Code and Standards
  - Care Certificate
  - Mental Health Act 2007
  - student may identify who regulates each of the policies and legislations and who they protect
- student may consider maintaining consistent standards of safety and high quality person-centred care for all individuals and ensure all those providing healthcare are trained and competent
- students show understanding of negligence and implications of this on duty of care

Accept other appropriate responses.



## Question 2

### Part A

Referring to your own knowledge and experience, evaluate your role in adhering to health and safety regulations when taking and recording an individual's physiological parameters.

### Part B

Referring to your own knowledge and experience, explain how reporting health and safety information maintains a safe environment.

[20 marks]

Band	Mark	Descriptor
4	16–20	<p>Evaluation of the student's role in adhering to health and safety standards is highly detailed, demonstrating an excellent understanding of the relevant regulations and legislations.</p> <p>The student has demonstrated critical and relevant evaluation of their role and actions in adhering to health and safety when taking and recording physiological parameters.</p> <p>The student has demonstrated a highly detailed explanation of how reporting health and safety information maintains a safe environment with relevant examples and references to process and procedures.</p> <p>A highly effective response that demonstrates comprehensive awareness of own role and responsibilities.</p>
3	11–15	<p>Evaluation of the student's role in adhering to health and safety standards is detailed, demonstrating a good understanding of most relevant regulations and legislations.</p> <p>The student has demonstrated mostly relevant evaluation of their role and actions in adhering to health and safety when taking and recording physiological parameters.</p> <p>The student has demonstrated a detailed explanation of how reporting health and safety information maintains a safe environment with mostly relevant examples and references to process and procedures.</p> <p>An effective response that demonstrates good awareness of own role and responsibilities.</p>
2	6–10	<p>Evaluation of the student's role in adhering to health and safety standards has some detail, demonstrating sufficient understanding of some relevant regulations and legislations.</p> <p>The student has demonstrated some relevant evaluation of their role and actions in adhering to health and safety when taking and recording physiological parameters.</p> <p>The student has demonstrated a sufficient explanation of how reporting health and safety information maintains a safe environment with some relevant examples and references to process and procedures.</p> <p>A sufficient response that demonstrates satisfactory awareness of own role and responsibilities.</p>

Band	Mark	Descriptor
1	1–5	<p>Evaluation of the student’s role in adhering to health and safety standards has limited detail, demonstrating minimal understanding of regulations and legislations.</p> <p>The student has demonstrated limited evaluation of their role and actions in adhering to health and safety when taking and recording physiological parameters.</p> <p>The student has demonstrated a limited explanation of how reporting health and safety information maintains a safe environment. Examples and references to process and procedures may have some irrelevance.</p> <p>A limited response that demonstrates minimal awareness of own role and responsibilities.</p>
	0	No creditworthy material

## Indicative content

The student:

- identifies required standards, codes of conduct and health and safety including:
  - risk assessment relevant to their role in supporting healthcare
  - care quality regulators
  - occupational workplace policies
  - individual risk assessments
  - legislation
  - personal responsibilities
- demonstrates ability to follow all required standards, codes of conduct and health and safety requirements/legislation, including:
  - risk assessment in the healthcare environment
  - national standards (for example CQC)
  - working to local policies and procedures
  - individual risk assessments and reporting risks
- demonstrates ability to maintain a safe and healthy working environment, take appropriate action in response to incidents or emergencies, following appropriate guidelines.
- may include using equipment appropriately and reporting faults, maintaining clean/tidy work environment, reporting incidents, escalating concerns, responding quickly and appropriately to emergencies within the scope of their role.
- explains the need to give relevant information to senior members of the healthcare teams regarding health and safety concerns, patient health and wellbeing and faults/concerns with equipment
- demonstrates understanding of the importance of documentation of these concerns
- provides an effective clinical environment, taking into consideration safety for individuals including:

- completing appropriate audits
- maintaining cleaning/safety equipment including clinical waste bins
- evaluating
- reflecting of activities to ensure correct use and disposal of equipment and materials
- shows understanding of how policy and current good practices affect work practice when undertaking physiological measurements including:
  - consent
  - infection control
  - waste management
  - equality and diversity (adjustments)
  - recording and reporting
- displays knowledge of why health and safety practices are important including:
  - complying with legislation
  - respect individual's right to refuse care if they wish
  - reduce the risk of infection
  - correct disposal of waste products
  - comply with health and safety requirements
  - maintain confidentiality and accurate/correct recording and reporting
- accept other appropriate responses

## Theme 2: Supporting overall care and wellbeing

### Question 3

#### Part A

Referring to your own knowledge and experience, describe the factors that impact on the care of the dying and the deceased.

#### Part B

Referring to your own knowledge and experience, explain the importance of enabling individuals receiving end of life care to maintain their activities of daily living.

[12 marks]

Band	Mark	Descriptor
4	10–12	<p>A highly detailed description with excellent knowledge of the factors that can impact the care of the dying and the deceased. The student displays comprehensive knowledge and understanding of barriers to effective care.</p> <p>A highly considered response that identifies care does not stop at the point of death and has comprehensive understanding of the need to include an individual's wishes and needs at the end of their life. Description shows comprehensive understanding of the policies and procedures around death.</p> <p>Explanations display excellent knowledge of the importance of supporting activities of daily living (ADLs) with comprehensive understanding of factors at the end of life which may impact an individual's ability to meet their ADLs.</p> <p>Explanations given display excellent understanding of alternative methods to meet activities of daily living and an excellent evaluation of how these alternative methods may be used at end of life. Where alternative methods are not used in the explanation, the student gives a comprehensive explanation regarding the need to regularly assess an individual's ability to meet ADLs and adapt their plan of care accordingly.</p>

Band	Mark	Descriptor
3	7–9	<p>A detailed description with good knowledge of the factors that can impact the care of the dying and the deceased. The student displays good knowledge and understanding of barriers to effective care.</p> <p>A considered response that identifies care does not stop at the point of death and shows understanding of the need to include an individual's wishes and needs at the end of their life. Description shows understanding of the policies and procedures around death.</p> <p>Explanations display good knowledge of the importance of supporting activities of daily living (ADLs) with understanding of factors at the end of life which may impact an individual's ability to meet their ADLs.</p> <p>Explanations given display good understanding of alternative methods to meet activities of daily living and a good evaluation of how these alternative methods may be used at end of life. Where alternative methods are not used in the explanation, the student gives a good explanation regarding the need to regularly assess an individual's ability to meet ADLs and adapt their plan of care accordingly.</p>
2	4–6	<p>A description with some knowledge of the factors that can impact the care of the dying and the deceased. The student displays some knowledge and understanding of barriers to effective care.</p> <p>A satisfactory response that shows some awareness that care does not stop at the point of death and shows some understanding of the need to include an individual's wishes and needs at the end of their life. Description shows some understanding of the policies and procedures around death.</p> <p>Explanations display some knowledge of the importance of supporting activities of daily living (ADLs) with some understanding of factors at the end of life which may impact an individual's ability to meet their ADLs.</p> <p>Explanations given display satisfactory understanding of alternative methods to meet activities of daily living and some evaluation of how these alternative methods may be used at end of life. Where alternative methods are not used in the explanation, the student gives a satisfactory explanation regarding the need to regularly assess an individual's ability to meet ADLs and adapt their plan of care accordingly.</p>

Band	Mark	Descriptor
1	1–3	<p>A limited description with limited knowledge of the factors that can impact the care of the dying and the deceased. The student displays minimal knowledge and understanding of barriers to effective care.</p> <p>A limited response that may not show awareness that care does not stop at the point of death and shows limited understanding of the need to include an individual's wishes and needs at the end of their life. Description shows minimal understanding of the policies and procedures around death.</p> <p>Explanations display limited knowledge of the importance of supporting activities of daily living (ADLs) with minimal understanding of factors at the end of life which may impact an individual's ability to meet their ADLs.</p> <p>Explanations given display minimal understanding of alternative methods to meet activities of daily living and limited evaluation of how these alternative methods may be used at end of life. Where alternative methods are not used in the explanation, the student gives a limited explanation regarding the need to regularly assess an individual's ability to meet ADLs and adapt their plan of care accordingly.</p>
	0	No creditworthy material

## Indicative content

Students will:

- demonstrate ability to support or enable individuals to complete activities of daily living in line with their care plan, using a person-centred and enabling approach
- consider factors that may impact their ability to do so; examples may include:
  - age groups
  - environment
  - religion
  - individual needs and goals
  - individual preference
  - social interaction
  - positive relationships
- explain factors that impact on the care of the dying and the deceased to ensure most appropriate care is provided
- discuss pain management, relieving distress and discomfort, following agreed care plan with appropriate reviews, recognition of religious and cultural beliefs, recognition of policies and procedures around death, recognition of wishes regarding resuscitation and organ donation and providing support to bereaved families
- discuss how to appropriately manage situations in which individuals cannot do things for themselves

- highlight the need to gain consent (from individual or from carer/next of kin). Award marks for specific examples in relation to supporting specific health and wellbeing needs
- recognise the need for individuals to receive encouragement for contribution whilst making constructive contributions on their behalf
- promote independence whilst giving clear explanations whilst adapting communication skills to meet the individual's needs
- recognise the pathophysiology of the skin in relation to the ageing process. Examples discussed may include, loss of elasticity, thinning, slower regeneration, loss of fat, reduced absorption of nutrients.

Accept other appropriate responses.

SAMPLE

## Question 4

### Part A

Referring to your own knowledge and experience, describe a time when chronic illness impacted on an individual's health and wellbeing. Discuss your role in supporting them to meet their activities of daily living.

### Part B

Referring to your own knowledge and experience, explain how you adopted person-centred care and enabling approaches during the care of the individual from Part A.

[20 marks]

Band	Mark	Descriptor
4	16–20	<p>A description that demonstrates excellent knowledge of the impact of chronic illness on individuals' ability to meet activities of daily living (ADL's). A comprehensive and holistic consideration of how to support an individual with chronic illness to meet their ADL needs.</p> <p>Gives a comprehensive discussion of the physical, mental, and sensory challenges which long term conditions can present with excellent application of appropriate legislations and policies which inform decisions to support meeting the needs of individuals.</p> <p>The students shows excellent consideration of the need to assess an individual's ability to meet activities of daily living and use alternative methods to ensure an individual's needs are met.</p> <p>Excellent explanation of how to uphold the wishes of individuals in relation to meeting their ADLs with excellent knowledge of the factors which may impact an individual's ability to meet and maintain their activities of daily living.</p>
3	11–15	<p>A description that demonstrates good knowledge of the impact of chronic illness on individuals' ability to meet activities of daily living (ADL's). A good consideration of how to support an individual with chronic illness to meet their ADL needs.</p> <p>Gives a good discussion of the physical, mental, and sensory challenges which long term conditions can present with mostly accurate application of appropriate legislations and policies which inform decisions to support meeting the needs of individuals.</p> <p>The students shows good consideration of the need to assess an individual's ability to meet activities of daily living and use alternative methods to ensure an individual's needs are met.</p> <p>Good explanation of how to uphold the wishes of individuals in relation to meeting their ADLs with good knowledge of the factors which may impact an individual's ability to meet and maintain their activities of daily living.</p>



Band	Mark	Descriptor
2	6–10	<p>A description that demonstrates some knowledge of the impact of chronic illness on individuals' ability to meet activities of daily living (ADLs). Satisfactory consideration of how to support an individual with chronic illness to meet their ADL needs.</p> <p>Gives a satisfactory discussion of the physical, mental, and sensory challenges which long term conditions can present with some accurate application of appropriate legislations and policies which inform decisions to support meeting the needs of individuals.</p> <p>The students shows some consideration of the need to assess an individual's ability to meet activities of daily living and use alternative methods to ensure an individual's needs are met.</p> <p>Satisfactory explanation of how to uphold the wishes of individuals in relation to meeting their ADLs with some knowledge of the factors which may impact an individual's ability to meet and maintain their activities of daily living.</p>
1	1–5	<p>A description that demonstrates limited knowledge of the impact of chronic illness on individuals' ability to meet activities of daily living (ADL's). Minimal consideration of how to support an individual with chronic illness to meet their ADL needs.</p> <p>Gives a limited discussion of the physical, mental and sensory challenges which long term conditions can present with limited accurate application of appropriate legislations and policies which inform decisions to support meeting the needs of individuals.</p> <p>The student shows limited consideration of the need to assess an individual's ability to meet activities of daily living and use alternative methods to ensure an individual's needs are met.</p> <p>Limited explanation of how to uphold the wishes of individuals in relation to meeting their ADLs with minimal knowledge of the factors which may impact an individual's ability to meet and maintain their activities of daily living.</p>
	0	No creditworthy material.

### Indicative content

- a range of care needs should be discussed in relation to activities of daily living, with students considering how each need is assessed, maintained and incorporated into the individuals plan of care
- students should identify appropriate methods of monitoring and reporting specific activities of daily living regarding the examples given. These should consider recording (documentation), monitoring (evaluating the impacts of treatment methods and patient experiences) and evaluating
- accept answers which use or describe the nursing process to evaluate the individual's care
- answers should encourage and support independence of the person, with consideration of their wishes and needs with discussion regarding their cultural and spiritual preferences

### Students' responses:

- should refer to appropriate legislation and policy which supports the monitoring and care of individuals at the end of their life (for example The Health and Social Care Act 2012)

- should refer to the support from friends and family and the importance of relationships for individuals
- may identify that due to an individual's capacity at the end of their life, advocacy or best interests may need to be considered when considering person-centred approaches
- will provide answers that demonstrate a range of person-centred approaches to support individuals including:
  - focusing on the care needs of individuals, involving individuals in decision making, active listening, ensuring that individuals preferences, need and values guide clinical decisions and providing care that is respectful and responsive to individuals

Accept answers that consider carers and relevant others, including, keeping them informed where applicable, active listening, shadowing to support individual and family-centred care, responding to questions and feedback.

Accept other appropriate responses.

SAMPLE

## Theme 3: Working as part of a team

### Question 5

#### Part A

Referring to your own knowledge and experience, describe a time when you worked as part of a multidisciplinary team when caring for an individual.

#### Part B

Referring to your own knowledge and experience, evaluate your performance and contribution to the team in the example used in part A.

[12 marks]

Band	Mark	Descriptor
4	10–12	<p>Description of team scenario is highly detailed, demonstrating an excellent understanding of relevant knowledge, skills and behaviours.</p> <p>The student has suggested a very high level of skills and behaviours consistent with actual or intended application of knowledge to practise.</p> <p>Evaluation of own performance is highly comprehensive and detailed showing excellent awareness of own role and development needs.</p> <p>A highly effective response that demonstrates comprehensive awareness of teamwork in healthcare and personal development.</p>
3	7–9	<p>Description of team scenario is detailed, demonstrating a good understanding of relevant knowledge, skills and behaviours.</p> <p>The student has suggested a good level of skills and behaviours consistent with actual or intended application of knowledge to practise.</p> <p>Evaluation of own performance is mostly comprehensive and detailed showing good awareness of own role and development needs.</p> <p>An effective response that demonstrates good awareness of teamwork in healthcare and personal development.</p>
2	4–6	<p>Description of team scenario is somewhat detailed, demonstrating a satisfactory understanding of relevant knowledge, skills and behaviours.</p> <p>The student has suggested a satisfactory level of skills and behaviours consistent with actual or intended application of knowledge to practise.</p> <p>Evaluation of own performance has some detailed showing some awareness of own role and development needs.</p> <p>A satisfactory response that demonstrates some awareness of teamwork in healthcare and personal development.</p>
1	1–3	<p>Description of team scenario is limited, demonstrating a minimal understanding of relevant knowledge, skills and behaviours.</p>

Band	Mark	Descriptor
		<p>The student has suggested a limited level of skills and behaviours consistent with actual or intended application of knowledge to practise.</p> <p>Evaluation of own performance has limited detail showing limited awareness of own role and development needs.</p> <p>A response that demonstrates minimal awareness of teamwork in healthcare and personal development.</p>
	0	No creditworthy material

### Indicative content

- the student describes the interaction between professional competency and teamwork with recognition of the personal and professional boundaries inherent to both
- the student demonstrates understanding of the principles of work ethics and their impact on personal practice and learning
- the student demonstrates understanding of a range of team-based communication techniques and how to adapt them to different scenarios:
  - show respect
  - listen to other points of view
  - be inclusive and equitable
  - be clear, concise and transparent
  - use collaboration tools
- the student explains hierarchical structures in teamwork and the communication practices inherent to them
- the student describes teamwork strategies applicable to the healthcare environment:
  - problem-solving at pace
  - identifying skills within a team to support solutions
  - delegation
  - assigning tasks based on each person's competence, skills and workload
- the student makes relevant links between their own personal and professional ability and their experiences of teamwork, using a full cycle of reflection linking appropriate knowledge to their skills and behaviours
- the student explains the extent to which they can work as part of a team effectively, with recognition of communication strategies and techniques
- the student reflects on own learning and responds to feedback
- the student describes areas in need of personal development relevant to the theme

Accept other appropriate responses.

## Question 6

### Part A

Referring to your own knowledge and experience, describe ways you have worked as part of a team to promote the principles of safeguarding for individuals in your care.

### Part B

Referring to your own knowledge and experience, explain the importance of safeguarding within the scope of your role.

[20 marks]

Band	Mark	Descriptor
4	16–20	<p>An excellent description which demonstrates comprehensive understanding of the requirements to safeguard individuals. A comprehensive description of the principles of safeguarding with excellent consideration of safeguarding legislation, local policies, departmental procedures, and professional conduct.</p> <p>Student demonstrates excellent understanding of how safeguarding procedures promote empowerment and prevent harm for individuals.</p> <p>Student shows excellent and detailed understanding of scope of own role and responsibilities.</p> <p>Student describes a fully relevant example which shows excellent application of required skills to effectively safeguard individuals, observe for changes, and ask questions to ensure understanding. Excellent understanding of acting in the best interest of individuals and how failure to act can result in harm.</p>
3	11–15	<p>A good description which demonstrates good understanding of the requirements to safeguard individuals. A good description of the principles of safeguarding with good consideration of safeguarding legislation, local policies, departmental procedures, and professional conduct.</p> <p>Student demonstrates good understanding of how safeguarding procedures promote empowerment and prevent harm for individuals.</p> <p>Student shows good and mostly detailed understanding of scope of own role and responsibilities.</p> <p>Student describes a mostly relevant example which shows good application of skills to safeguard individuals, observe for changes, and ask questions to ensure understanding.</p> <p>Good understanding of acting in the best interest of individuals and how failure to act can result in harm.</p>

Band	Mark	Descriptor
2	6–10	<p>A satisfactory description which demonstrates some understanding of the requirements to safeguard individuals. A satisfactory description of the principles of safeguarding with some consideration of safeguarding legislation, local policies, departmental procedures, and professional conduct.</p> <p>Student demonstrates some understanding of how safeguarding procedures promote empowerment and prevent harm for individuals.</p> <p>Student shows satisfactory understanding of scope of own role and responsibilities.</p> <p>Student describes an example which shows some application of skills to safeguard individuals, observe for changes, and ask questions to ensure understanding.</p> <p>Satisfactory understanding of acting in the best interest of individuals and how failure to act can result in harm.</p>
1	1–5	<p>A limited description which demonstrates minimal understanding of the requirements to safeguard individuals. A limited description of the principles of safeguarding with limited consideration of safeguarding legislation, local policies, departmental procedures, and professional conduct.</p> <p>Student demonstrates minimal understanding of how safeguarding procedures promote empowerment and prevent harm for individuals.</p> <p>Student shows limited understanding of scope of own role and responsibilities.</p> <p>Student describes an example which shows limited application of skills to safeguard individuals, observe for changes, and ask questions to ensure understanding.</p> <p>Minimal understanding of acting in the best interest of individuals and how failure to act can result in harm.</p>
	0	No creditworthy material

### Indicative content

- answers should discuss the need to safeguard individuals (and their wider family/carers if required) and promote principles of safeguarding
- answers should recognise and apply the requirements to safeguard including recording, discussing, and reporting signs of abuse and concerns for vulnerable adults
- accept answers which refer to the 6 principles of safeguarding and the 8 core values (individuality, rights, choice, privacy, independence, dignity, respect)
- answers may highlight the need to work in partnership with registered professionals and other families and carers

There should be a consideration of the student's accountability and responsibilities to protect and empower individuals in their care. Accept answers that identify competency frameworks in relation to Codes of Conduct.

- answers should identify the legislations that support professionals to safeguard individuals and escalate concerns (Care Act 2014, Safeguarding Vulnerable Groups Act 2006)
- accept answers which consider safeguarding protocols from an organisational/departmental perspective (local policies)

Accept other appropriate responses.

SAMPLE

## Performance outcome (PO) grid

Question	C-PO1	C-PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total
<b>Theme 1</b>							
1	3	3	0	3	3	0	12
2	5	5	0	5	5	0	20
<b>Theme 2</b>							
3	3	2	2	3	2	0	12
4	4	4	4	4	4	0	20
<b>Theme 3</b>							
5	1	1	2	1	1	6	12
6	3	2	4	2	2	7	20
<b>Total</b>	19	17	12	18	17	13	96
<b>% weighting</b>	19.8%	17.7%	12.5%	18.8%	17.7%	13.5%	100



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Owner: Head of Assessment Design

## Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Additional sample material		01 September 2023
v1.1	Sample added as a watermark	November 2023	20 November 2023