

# T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

## Supporting the Care of Children and Young People

Assignment 1 – Case study

Mark scheme

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

# Supporting the Care of Children and Young People

## 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 and total marks for each question

SAMPLE

# 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.

## Scenario

You are working as a healthcare assistant (HCA) in a hospital, working across departments / wards and with a multidisciplinary team of professionals.

Your resources include:

Item A: patient symptoms

Item B: triage observation form

Item C: patient goals form

Item D: patient care/support plan

SAMPLE

## Task 1: assessment of the patient/situation

### Scenario

You have been asked to support in assessing a 7-year-old child, Jessica. Her father has brought her into the hospital as she fainted and fell down some stairs at home. He has stated that she has been feeling unwell for over a week and prior to fainting at home she did have an appointment to see a GP in relation to her symptoms. She is complaining about pain to her left foot, where she fell.

### Task

Using the information provided in item A and the scenario, complete Item B: triage observation form, including:

- a description of the patient's situation/symptoms
- assessment of the immediate actions required to support Jessica's health and wellbeing

(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>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates an excellent, detailed, and balanced description of the patient's situation/symptoms</li> <li>• demonstrates excellent understanding of young people's care and safeguarding</li> <li>• presents a response that that reflects a well thought out decision-making strategy, which clearly reflects the needs of the person who is the focus of the case study</li> <li>• includes fully, complete and accurate documentation</li> <li>• demonstrates detailed understanding of relevant actions</li> </ul>
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates an accurate description of the patient's situation/symptoms</li> <li>• demonstrates good understanding of young people's care and safeguarding</li> <li>• presents a response that reflects an identifiable decision-making strategy, which reflects most of the needs of the person who is the focus of the case study</li> <li>• includes complete, accurate documentation but there may be one or two errors</li> <li>• demonstrates understanding of relevant actions</li> </ul>

Band	Mark	Descriptor
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates a satisfactory description of the patient’s situation/symptoms</li> <li>• demonstrates moderate understanding of young people’s care and safeguarding</li> <li>• presents a response that reflects a moderate decision-making strategy, which reflects some of the needs of the person who is the focus of the case study</li> <li>• includes a complete document but there may be a number of errors</li> <li>• demonstrates satisfactory understanding of actions</li> </ul>
1	1–5	<p>A limited response overall with little focus on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates a limited, superficial description of the patient’s situation/symptoms</li> <li>• demonstrates limited, understanding of young people’s care and safeguarding</li> <li>• presents a limited response that reflects a vague decision-making strategy, which has limited application to needs of the person who is the focus of the case study</li> <li>• documentation is either partially complete or inaccurate</li> <li>• demonstrates tenuous, vague understanding of actions</li> </ul>
	0	No creditworthy material.

## Indicative content

Students should:

- provide a detailed and accurate description of the patient’s situation/symptoms including:
  - situation: has been feeling unwell for over a week, fainted and fell down some stairs, which could be linked to other symptoms. The fall caused her to injure her left foot
  - symptoms: over a week: constant thirst, weight loss, tiredness, urinating frequently. Today: fainting (first time), pain and swelling to left foot (due to fall when fainting)
- Provide a detailed descriptions of immediate actions required including clinical interventions:
  - taking physiological measurements: weight, height, temperature, blood pressure, respiration rate, heart rate, oxygen saturation, collection of specimen; urine, blood assessment of appearance of patient (skin tone), pain assessment, physical assessment of foot, x-ray on foot. All should be undertaken with valid consent from parent/child (if Gillick competent), and reasons for clinical interventions being undertaken should be fully explained.

Accept other appropriate responses.

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

### Scenario

It is 3 days since Jessica was brought into hospital. Jessica has been diagnosed with type 1 diabetes and has broken a bone in her foot, which requires a small surgery. She is now on the children's ward and is receiving the treatment she requires for her type 1 diabetes. Jessica is feeling very overwhelmed with her diagnosis and is anxious about the surgery that is taking place later that day.

### Task

Consider Jessica's situation from a holistic point of view and complete her patient goals form (item C).

You should

- identify 3 short term patient goals that could be discussed with Jessica
- describe actions to take to achieve the goal, including who may need to be involved
- outline the planned patient outcomes from achievement of each goal

(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>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• includes an accurate and appropriate response which clearly reflects the needs of the person who is the focus of the case study</li> <li>• presents a well thought out decision-making strategy, which clearly reflects the needs in the case study</li> <li>• makes recommendations that are reasoned, well-considered and contextualised</li> <li>• includes fully complete and accurate documentation</li> <li>• demonstrates detailed understanding of the roles of multidisciplinary professionals</li> </ul>
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• includes a mostly appropriate response which reflects the needs of the person who is the focus of the case study</li> <li>• presents an identifiable decision-making strategy, which reflects the needs in the case study</li> <li>• makes recommendations that are logical and mostly contextualised</li> <li>• includes complete, accurate documentation but there may be one or two errors</li> <li>• demonstrates understanding of the roles of multidisciplinary professionals</li> </ul>



Band	Mark	Descriptor
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>includes a satisfactory response which reflects the needs of the person who is the focus of the case study</li> <li>presents a moderate decision-making strategy, which reflects some of the needs in the case study</li> <li>makes recommendations that are moderately contextualised</li> <li>includes a complete document but there may be a number of errors</li> <li>demonstrates some understanding of the roles of multidisciplinary professionals</li> </ul>
1	1–5	<p>A limited response overall with little focus on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>includes a limited response which vaguely reflects the needs of the person who is the focus of the case study</li> <li>presents a limited decision-making strategy, with limited reflection of the needs in the case study</li> <li>makes recommendations that are weak and poorly or non-contextualised</li> <li>includes a complete document but there may be a number of errors</li> <li>demonstrates limited understanding of the roles of multidisciplinary professionals</li> </ul>
	0	No creditworthy material.

## Indicative content

Students should:

Complete the patient goals form holistically and fully:

- patient goals could include;
  - goal in relation to surgery: to have the surgery on foot, pre-operative care: fully understanding surgery, to feel safe and less anxious about surgery, post-operative care; to have a safe and comfortable recovery
  - goals in relation to diabetes diagnosis: to fully understand the diagnosis and feel less overwhelmed
- actions could include;
  - orthopaedic surgeon fully explains surgery taking place to Jessica/parents in a clear and unambiguous way, providing and presenting information in an appropriate way, therapeutic play/distraction techniques to be used by to comfort/relax Jessica pre- and post-op (healthcare assistant, nurse). All members of multidisciplinary team involved in care/support of Jessica to provide positive reinforcement pre- and post-op. Orthopaedic surgeon to undertake the procedure on foot safely, taking into account possible complications from diabetes diagnosis, specialist paediatric diabetic care team (nurses, doctors, healthcare

assistants) to fully explain diabetes diagnosis to Jessica/parents/guardians in a clear and unambiguous way, using relevant tool to aid understanding

- planned patient outcomes could include;
  - foot surgery is completed safely, psychological health of Jessica improved (less anxious, overwhelmed) , safe and comfortable recovery post -op, better understanding of the diabetes diagnosis

Accept other appropriate responses.

SAMPLE

## Task 3: care/treatment/support plan

### Scenario

Jessica has now had her surgery and is recovering well. She has had a foot cast put on but is complaining of some pain to her foot. Her doctor has informed her that she will need to walk with crutches for the next 6 weeks and not bear any weight on her foot. Jessica's diabetes is stable with the insulin treatment she is receiving. Jessica is going to be referred to a paediatric diabetes care team, who will support her and her parents to manage her diabetes once discharged from hospital.

You have been asked to assist in Jessica's support plan to aid in her recovery and prepare her for hospital discharge.

### Task

Complete the patient care and support plan template (item D). You should:

- Identify 3 of Jessica's care/support needs
- Explain actions and/or treatments that are required and how these will support Jessica's and wellbeing
- Outline health professionals who may be required to be involved in meeting Jessica's care/support needs

(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>The student provides an answer that:</p> <ul style="list-style-type: none"><li>• demonstrates accurate and appropriate understanding of health management strategies and patient needs in the context of the case study</li><li>• demonstrates detailed explanation of relevant actions and/or treatments in the context of the case study</li><li>• provides valid and appropriate justifications that are reasoned, well-considered and well-contextualised</li><li>• demonstrates detailed understanding of best practice and needs relevant to the case study</li><li>• demonstrates detailed understanding of the roles of multidisciplinary professionals</li></ul>

Band	Mark	Descriptor
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates mostly accurate and appropriate understanding of health management strategies and patient needs which are mostly contextualised to the case study</li> <li>• demonstrates good explanation of mostly relevant actions and/or treatments which are mostly in the context of the case study</li> <li>• provides justifications that are logical and mostly contextualised</li> <li>• demonstrates good understanding of best practice and needs relevant to the case study</li> <li>• demonstrates understanding of the roles of multidisciplinary professionals</li> </ul>
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates moderately accurate and appropriate understanding of health management strategies and patient needs with attempts to contextualise to the case study</li> <li>• demonstrates explanation of some relevant actions and/or treatments which are somewhat in the context of the case study</li> <li>• provides justifications that are inconsistently contextualised</li> <li>• demonstrates some understanding of best practice and needs relevant to the case study</li> <li>• demonstrates some understanding of the roles of multidisciplinary professionals</li> </ul>
1	1–5	<p>A limited response overall with little focus on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates limited understanding of health management strategies and patient needs which are poorly contextualised to the case study</li> <li>• demonstrates limited explanation of relevant actions and/or treatments which are poorly contextualised to the case study</li> <li>• provides justifications that are weak, non-contextualised or poorly contextualised</li> <li>• demonstrates limited understanding of best practice and needs relevant to the case study</li> <li>• demonstrates limited understanding of the roles of multidisciplinary professionals</li> </ul>
	0	No creditworthy material.

## Indicative content

Students should:

- provide 3 relevant care/support needs. These could include:

- diabetes management
- post-operative care/support after foot surgery
- mobility support
- provide detailed actions and/or treatment that are required with clear justifications on how these will support Jessica's health and wellbeing. These could include:
  - diabetes management: monitoring glucose levels, insulin treatment, advising on dietary needs for diabetes, aid in maintaining stable condition of diabetes and prevent from becoming very unwell again
  - post-operative care/support after foot surgery; effective pain management (for example, medication), checking cast for swelling/signs of infections. Support in reducing pain and aiding in recovery
  - mobility support to learn how to use walking aid (crutches). Support in been able to mobilise to aid in recovery and psychological wellbeing
- provide relevant details of who may be involved in meeting Jessica's care/support needs. These could include:
  - nurses, doctors, physiotherapists, health care assistants and dieticians

Accept other appropriate responses.

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

### Scenario

Jessica has now been in hospital for 10 days and she is going to be discharged. She has an appointment to see the orthopaedic surgeon in 4 days to check on her foot and she has been referred to the diabetic care team to support her and her parents to manage her diabetes at home.

Jessica's blood sugar levels are stable. She says she feels a lot better and has more energy and has started to put weight back on, which she lost prior to hospital admission. Her foot is healing well and she is able to wiggle her toes and there is no signs of swelling/ infection. She is able to walk with the aid of crutches, but she has expressed that she still feels anxious about her diabetes and her foot is still painful.

As part of your development, the nurse you are working with, has asked you review the effectiveness of the care/support/treatment given in relation to Jessica's health and wellbeing.

### Task

Using information from the scenario and tasks 1–3, evaluate the clinical effectiveness of the interventions that have taken place for the health and wellbeing of Jessica and make recommendations based on your evaluation.

(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>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>demonstrates excellent, detailed, and balanced evaluation of evidence-based care in the context of the case study</li> <li>an accurate and detailed response that evidences excellent understanding of the needs of the case study</li> <li>makes recommendations that are reasoned, well-considered and well-contextualised</li> <li>demonstrates detailed and comprehensive 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 question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>demonstrates accurate evaluation of evidence-based care in the context of the case study</li> <li>an accurate response that evidences good understanding of the needs of the case study</li> <li>makes recommendations that are logical and mostly contextualised</li> <li>demonstrates good 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 question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates satisfactory evaluation of evidence-based care in the context of the case study</li> <li>• a satisfactory response that evidences moderate understanding of the needs of the case study</li> <li>• makes recommendations that are inconsistently contextualised</li> <li>• demonstrates moderate 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 question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates limited evaluation of evidence-based care in the context of the case study</li> <li>• a limited response, that evidences a limited understanding of the needs of the case study</li> <li>• makes recommendations that are weak, non-contextualised or poorly contextualised</li> <li>• demonstrates tenuous, vague understanding of person-centred care principles and standards</li> </ul>
	0	No creditworthy material

## Indicative content

Students should:

- Make appropriate judgements of the clinical effectiveness of the interventions that have taken place based on the information provided in the scenario and tasks 1–3 about the health and wellbeing of Jessica. This could include:
  - clinical interventions to diagnose and treat Jessica’s type 1 diabetes, for example, blood tests and insulin. Effective as allowed for immediate treatment to be provided for type 1 diabetes and improved symptoms; blood sugar levels stable, more energy and weight gain.
  - clinical interventions to diagnose and treat injury to foot; physical examination, x-ray on foot and surgery. Effective in that foot is healing well and the broken bone has now been fixed with surgery. However, Jessica is still expressing pain in her foot. This may be due to healing as no sign of swelling/infection, but further recommendation could be for doctor to ensure no other issue causing pain to foot prior to discharge (such as cast fitted too tight). Pain management could also be re-assessed to manage pain more effectively.
  - clinical interventions to support mobility, providing mobility aids -crutches, physiotherapist support in using crutches. Effective as Jessica able to mobilise with the use of crutches

- clinical interventions to support Jessica's psychological wellbeing; clinical interventions to support whilst in hospital such as therapeutic play and distraction techniques may have been effective in supporting with wellbeing whilst in hospital but Jessica is still feeling very anxious about her diabetes diagnosis and recommendation for diabetes care team to support Jessica further with her physiological health after her diagnosis.

Accept other appropriate responses.

SAMPLE



## Performance outcome grid

Question	C-PO1	C-PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total	Knowledge	Application	Analysis/
										Evaluation
1	4	3	0	5	4	4	20	5	10	5
2	2	4	2	4	4	4	20	5	10	5
3	2	2	4	4	4	4	20	5	8	6
4	6	2	0	0	8	4	20	5	7	9
<b>Total</b>	14	11	6	13	20	16	80	<b>20</b>	<b>35</b>	<b>25</b>
<b>% Weighting</b>	<b>17.5</b>	<b>13.75</b>	<b>7.5</b>	<b>16.25</b>	<b>25</b>	<b>20</b>	<b>100</b>	<b>35</b>	<b>43.75</b>	<b>31.25</b>

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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