

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Therapy Teams

Assignment 3 - Professional discussion

Mark scheme

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Supporting the Therapy Teams

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Assignment 3

Professional discussion

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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 zero 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.

Performance outcomes

This assessment requires students to demonstrate the following:

Supporting healthcare (core)

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

Supporting the therapy team (option E)

| | |
|-----|--|
| PO1 | Carry out a range of therapeutic techniques to support allied health professionals |
| PO2 | Assist with the therapy support process and provide advice to help individuals develop and improve their health and/or develop or maintain skills for daily living |
| PO3 | Prepare and maintain the therapeutic environment, equipment and resources for use |

Theme 1: assist a patient/client in the therapy support process

Question 1

Part A

Referring to your own experience, explain what the therapy support process means.

Part B

Describe a time when you have implemented the therapy support process to help patients/clients improve and/or maintain the skills they use daily.

(12 marks)

| Band | Marks | Descriptor |
|------|-------|--|
| 4 | 10–12 | <p>The student's explanation of the implementation of the therapy support process covers communication, duty of care, holistic approach, teamwork and safe practice and is highly detailed.</p> <p>The student can confidently demonstrate a comprehensive understanding of how the therapy support process works and provides a comprehensive range of examples of what is included within the process.</p> <p>The student has suggested a very high level of skills and behaviours consistent with actual or intended application of knowledge to practice.</p> <p>The student shows an excellent level of understanding of person-centred care when describing how to approach the implementation of the therapy support process, in order to assist a person with daily living skills to ensure their wellbeing and comfort.</p> |
| 3 | 7–9 | <p>The student's explanation of the implementation of the therapy support process covers communication, duty of care, holistic approach, teamwork and safe practice and shows a good level of detail.</p> <p>The student can demonstrate a good understanding of how the therapy support process works and provides a good range of examples of what is included in the process.</p> <p>The student has suggested a high level of skills and behaviours consistent with actual or intended application of knowledge to practice.</p> <p>The student's description of how they would approach the implementation of the therapy support process to assist an individual with daily living skills shows a good level of understanding of person-centred care to assist a person's wellbeing and comfort.</p> |

| Band | Marks | Descriptor |
|------|-------|---|
| 2 | 4–6 | <p>The student’s explanation of the implementation of the therapy support process covers communication, duty of care, holistic approach, teamwork and safe practice and shows a satisfactory level of detail. The student demonstrates an understanding of how the therapy support process works but it is limited. The student can provide some examples of what is included within the process.</p> <p>The student has suggested a satisfactory level of skills and behaviours consistent with actual or intended application of knowledge to practice.</p> <p>The student’s description of how they would approach the implementation of the therapy support process to assist an individual with daily living skills shows a satisfactory level of understanding of person-centred care to assist a person’s wellbeing and comfort.</p> |
| 1 | 1–3 | <p>The student’s explanation of the implementation of the therapy support process is lacking in detail, shows little understanding and includes limited information on communication, duty of care, holistic approach, teamwork and safe practice.</p> <p>The student lacks understanding of how the therapy support process works. The student was unable to give relevant examples of what is included within the process.</p> <p>The student has suggested a limited level of skills and behaviours consistent with actual or intended application of knowledge to practice.</p> <p>The student’s description of how they would approach the implementation of the therapy support process to assist an individual with daily living skills shows a lack of understanding of person-centred care to assist a person’s wellbeing and comfort.</p> |
| | 0 | No creditworthy material. |

Indicative content

The stages needed to implement the therapy support process including:

- assessment
- beginning of the support process
- initial assessment:
 - ascertain the individual’s difficulties, needs and goals
 - establish a baseline for intervention
- advice and information:
 - provide advice as appropriate, for example leaflets, advice on exercise, diet, signpost to other services
 - ensuring it is non-biased, factual, informative, helpful
 - evidence-based, for example based on research and outcomes
- intervention:
 - therapies and strategies
 - developed around individual needs, for example physical, social, emotional
 - home practice where appropriate, for example daily exercises

- home exercises, for example developing daily living skills - cooking, personal skills
- specific to therapy plan
- review:
 - regular progress review
 - check goals are achievable
 - assess therapy needs, for example more or less sessions
 - assess goals/outcome, for example do they need to be adapted?

Outcomes measured:

- supports review of goals
- support review of progress

Discharge or referral:

- once individual has achieved their goal - discharge
- if the individual needs more support - refer
- advice to help maintain ability

Understands how to promote person-centred care in the therapy process including points such as:

- care planning cycle, for example assessment, planning, implementing, reviewing
- communication, for example verbal and non-verbal
- duty of care, for example provide best care practice, health and safety
- risk assessment, for example moving and falls
- role of regulatory bodies, for example to protect the public and uphold good practice

Accept other appropriate responses.

Question 2

Part A

Describe a situation where you have used person-centred care to support an individual with a need during a specific therapy related task.

Part B

Reflect how your actions in the situation identified in part **A** complied with policy and good practice.

(20 marks)

| Band | Marks | Descriptor |
|------|-------|---|
| 4 | 16–20 | <p>The student provides a comprehensive account of a situation in which they used person-centred care to assist an individual with a need. They were able to discuss a wide range of examples of person-centred skills, including consideration of health and safety, personalisation, equality and diversity.</p> <p>Examples of good practice and compliance with workplace policy are highly detailed, demonstrating exceptional congruence in application of knowledge and understanding to the specific context.</p> <p>Critical reflection is comprehensive, allowing for a highly effective analysis reflection of their individual performance in relation to a situation where they used person-centred care and followed good practice.</p> |
| 3 | 11–15 | <p>The student provides a detailed account of a situation in which they used person-centred care to assist an individual with a need. They were able to discuss a range of examples of person-centred skills, including consideration of health and safety, personalisation, equality and diversity.</p> <p>Examples of good practice and compliance with workplace policy have good detail. There is good application of knowledge and understanding to the specific context.</p> <p>Critical reflection is reasonable, allowing for an effective analysis of their individual performance in relation to a situation where they used person-centred care and followed good practice.</p> |
| 2 | 6–10 | <p>The student provides a limited account of a situation in which they used person-centred care to assist an individual with a need. They were able to discuss a satisfactory range of examples of person-centred skills, including consideration of health and safety, personalisation, equality and diversity.</p> <p>Examples of good practice and compliance with workplace policy evidence satisfactory detail. There is limited application of knowledge and understanding to the specific context.</p> <p>Some critical reflection is attempted, allowing limited analysis of their individual performance in relation to a situation where they used person-centred care and followed good practice.</p> |

| Band | Marks | Descriptor |
|------|-------|---|
| 1 | 1–5 | <p>The student’s account of a situation in which they used person-centred care to assist an individual with a need lacks detail. They were able to give only a very limited range of examples of person-centred skills, including consideration of health and safety, personalisation, equality and diversity.</p> <p>Examples of good practice and compliance with workplace policy are lacking in detail. There is a lack of knowledge and understanding to the specific context.</p> <p>Critical reflection of their individual performance in relation to a situation where they used person-centred care and followed good practice lacks awareness.</p> |
| 0 | 0 | No creditworthy material. |

Indicative content

Understand the importance of, and is able to work in, a person-centred way including examples such as:

- care planning cycle, for example assessment, planning, implementing, reviewing
- communication, for example verbal and non-verbal
- duty of care
- risk assessment, for example moving and falls
- role of regulatory bodies

Follow good practice guidelines and procedures including examples such as:

- Skills for Health’s Code of Conduct for Healthcare Support Workers and Adult Social Care Workers
- Nursing and Midwifery Council’s (NMC) Professional Standards of Practice and Behaviour for Nurses, Midwives and Nursing Associates
- promote the 6 principles of safeguarding: empowerment, prevention, proportionality, protection, partnership, accountability
- national standards, for example Care Quality Commission (CQC), NHS England
- current health and safety legislation, for example moving and handling
- occupational standards, for example Skills for Care
- individual risk assessments, for example moving and handling, using equipment
- safeguarding legislation, for example Safeguarding Vulnerable Groups Act 2006
- local policies and procedures, for example patient care, medicines
- regulatory bodies, for example Professional Standards Authority (PSA)
- legal requirements and accountability, for example work to trained level
- local procedures, for example attending meetings
- accurately recording information
- adhere to confidentiality procedures

Accept other appropriate responses.

Theme 2: understand your role in a multidisciplinary team

Question 3

Part A

Referring to your own experience, explain the scope of your role as a therapy support worker within a multidisciplinary team.

Part B

Referring to your own experience, describe a situation requiring escalation of concerns regarding a patient/client/individual you are supporting.

(12 marks)

| Band | Marks | Descriptor |
|------|-------|---|
| 4 | 10–12 | <p>The student’s explanation of their role within a multidisciplinary team is highly detailed , showing an excellent level of understanding in relation to assisting health professionals with a patient/client/individual.</p> <p>The student can provide a comprehensive understanding, offering a wide range of examples to explain the scope, responsibilities and limitations of their role including , for example working in partnership, recording and sharing information in line with confidentiality policy and working to an agreed code of conduct.</p> <p>The student is able to evaluate performance to an exceptional degree by reflecting upon the scope of their role, how it fits within the responsibilities of others within the team and complies with legislation, policy and protocols, and is able to demonstrate very high awareness of when to escalate concerns about a patient/client and when to seek advice.</p> |
| 3 | 7–9 | <p>The student’s explanation of their role within a multidisciplinary team is detailed , showing a good level of understanding in relation to assisting health professionals with a patient/client/individual.</p> <p>The student can provide a clear understanding, offering a range of suitable examples to explain the scope, responsibilities and limitations of their role including , for example, working in partnership, recording and sharing information in line with confidentiality policy and working to an agreed code of conduct.</p> <p>The student is able to evaluate performance to a high degree by reflecting upon the scope of their role, how it fits within the responsibilities of others within the team and complies with legislation, policy and protocols, and is able to demonstrate high awareness of when to escalate concerns about a patient/client and when to seek advice.</p> |

| Band | Marks | Descriptor |
|------|-------|---|
| 2 | 4–6 | <p>The student’s explanation of their role within a multidisciplinary team is moderately detailed , showing a satisfactory level of understanding in relation to assisting health professionals with a patient/client/individual.</p> <p>The student can provide a limited understanding, offering a limited range of suitable examples to explain the scope, responsibilities and limitations of their role including , for example working in partnership, recording and sharing information in line with confidentiality policy and working to an agreed code of conduct.</p> <p>The student is able to evaluate performance to a satisfactory degree by reflecting upon the scope of their role, how it fits within the responsibilities of others within the team and complies with legislation, policy and protocols, and is able to demonstrate clear awareness of when to escalate concerns about a patient/client and when to seek advice.</p> |
| 1 | 1–3 | <p>The student’s explanation of their role within a multidisciplinary team is lacking in detail , showing a limited level of understanding in relation to assisting health professionals with a patient/client/individual.</p> <p>The student’s understanding of the scope, responsibilities and limitations of their role is lacking , and explanation provides little suitable examples such as working in partnership, recording and sharing information in line with confidentiality policy and working to an agreed code of conduct.</p> <p>The student’s ability to evaluate performance lacks reflection upon the scope of their role, and how it fits within the responsibilities of others within the team and complies with legislation, policy and protocols, and they lack awareness of when to escalate concerns about a patient/client and when to seek advice.</p> |
| | 0 | No creditworthy material. |

Indicative content

Understand scope of own role when assisting registered health professionals:

Own responsibility, for example work within limits of own role such as:

- work to a trained level
- recognise own limitations
- competent to carry out the task, for example have received training for task completion
- safeguarding, for example protection, prevention, accountability
- whistleblowing, for example recognise malpractice, protect others

Understand why it is important to escalate concerns such as:

- professional duty, codes of conduct
- to protect individual patients
- to protect colleagues
- to be personally accountable for actions, omissions and decisions

If an individual is unhappy about their care such as:

- types of escalation

Changes in an individual patient's health such as:

- physical, for example breathing rate, exhaustion, skin colour changes, mobility
- cognitive, for example confusion, impaired judgement, memory issues
- mental, for example mood, anxiety, depression
- risk to health, for example health and safety issues
- staff conduct, for example poor attitude or behaviour towards individuals

Accept other appropriate responses.

SAMPLE

Question 4

Part A

Referring to your own experience, explain the importance of further professional development and how this links to professional development plans.

Part B

Evaluate your strengths and limitations as a potential therapy support worker, identifying areas for further development.

(20 marks)

| Band | Marks | Descriptor |
|------|-------|--|
| 4 | 16–20 | <p>The student can provide a detailed explanation of the importance of further professional development and how this links to a personal development plan (PDP) that outlines current strengths and limitations.</p> <p>The student offers a comprehensive range of examples for the necessity and benefits of professional development and how this links to good practice, including, for example, enhancement of current skills and techniques, changes to practice and legislation, improving communication and teamwork skills.</p> <p>The student's self-evaluation is comprehensive, allowing for a highly effective analysis of their individual performance, and outlines clear needs for further development. They give a detailed example of their current strengths and limitations and what they need to do to further develop.</p> |
| 3 | 11–15 | <p>The student can provide a clear explanation of the importance of further professional development and how this links to a PDP that outlines current strengths and limitations.</p> <p>The student offers a good range of examples for the necessity and benefits of professional development and how this links to good practice, including, for example enhancement of current skills and techniques, changes to practice and legislation, improving communication and teamwork skills.</p> <p>The student's self-evaluation is good, allowing for effective analysis of their individual performance, and outlines needs for further development. They give a good example of their current strengths and limitations and what they need to do to further develop.</p> |
| 2 | 6–10 | <p>The student can provide a limited explanation of the importance of further professional development and how this links to a PDP that outlines current strengths and limitations.</p> <p>The student offers a limited range of examples for the necessity and benefits of professional development and how this links to good practice, including, for example, enhancement of current skills and techniques, changes to practice and legislation, improving communication and teamwork skills.</p> <p>The student attempts some self-evaluation, allowing for limited analysis of their individual performance, and attempts to outline needs for further development. They attempt to provide a satisfactory example of their current strengths and limitations and what they need to do to further develop.</p> |

| Band | Marks | Descriptor |
|------|-------|---|
| 1 | 1–5 | <p>The student lacks explanation of the importance of further professional development and how this links to a PDP that outlines current strengths and limitations.</p> <p>The student lacks examples for the necessity and benefits of professional development and how this links to good practice, for example enhancement of current skills and techniques, changes to practice and legislation, improving communication and teamwork skills.</p> <p>The student’s self-evaluation is poor, with very limited awareness of their individual performance, and lacks any examples of their current strengths and limitations and what they need to do to further develop.</p> |
| | 0 | No creditworthy material. |

Indicative content

Understands their responsibilities, duties and limitations in relation to the scope of practice such as:

- being personally accountable, for example for actions, omissions and decisions
- protecting self
- protecting colleagues
- following relevant codes of practice

Understands importance of further professional development such as:

- contributes to an improved service
- develops skills and techniques
- keeps up to date with legislation
- keeps up to date with current practice/changes in practice
- keeps up to date with health and safety

They know when to seek advice and respond proactively and positively to feedback from line managers and supervisors. They use this feedback to inform their PDP to improve practice. This can include reflective practice, duty of care, regular training, changes in legislations, changes in practice, occupational health and professional standards.

They understand the importance of effective communication, teamwork and can assess their continuing development needs. They understand patient/client safety and know when and how to escalate concerns, and they can demonstrate their knowledge of health and safety in the therapy environment.

Types of professional development such as:

- qualifications/courses
- workshops, for example development of practical skills and innovations
- reflective journals
- information days, for example health conditions, techniques
- skill development, for example communication/teamwork

Use of professional development plans such as:

- informed from reviews and feedback, for example appraisals
- assess skills
- assess, identify and further develop skills
- set goals to maximise potential
- plan for future career direction, choices

Remain up to date with current practice:

- use to record new information gained, for example specialist magazines, articles
- use to maintain records of CPD, for example formal - risk assessment, informal training - work shadowing
- use to develop and improve, for example what worked well, improvements needed, further development needs
- record information accurately and clearly

Accept other appropriate responses.

SAMPLE

Theme 3: maintain safe working environments

Question 5

Part A

Referring to your own experience, explain what needs to be considered when assessing the suitability of an environment prior to undertaking a specific task/intervention/therapy.

Part B

Referring to your own experience, describe how you would ensure the maintenance of equipment, kit and devices for common physiological measurements in a therapeutic context.

(12 marks)

| Band | Marks | Descriptor |
|------|-------|---|
| 4 | 10–12 | <p>The student's explanation of the considerations required to assess the suitability of a therapeutic environment is highly detailed. The student can provide a comprehensive range of considerations including, for example, space, access and privacy, room ambiance, cleanliness and equipment, and resources available to ensure safe practice.</p> <p>The student offers a detailed description of how their skills and behaviours are highly consistent with intended application of knowledge to practice.</p> <p>The student offers a comprehensive account of how they would apply good practice techniques to maintain and monitor equipment, including following agreed protocols for health and safety and client care, and following procedures for recording, monitoring and passing on information to appropriate team members regarding equipment needs.</p> |
| 3 | 7–9 | <p>The student's explanation of the considerations required to assess the suitability of a therapeutic environment is detailed. The student can provide a good range of considerations including, for example, space, access and privacy, room ambiance, cleanliness and equipment, and resources available to ensure safe practice.</p> <p>The student offers a good description of how their skills and behaviours are consistent with intended application of knowledge to practice.</p> <p>The student offers a clear account of how they would apply good practice techniques to maintain and monitor equipment, including following agreed protocols for health and safety and client care, and following procedures for recording, monitoring and passing on information to appropriate team members regarding equipment needs.</p> |

| Band | Marks | Descriptor |
|------|-------|--|
| 2 | 4–6 | <p>The student’s explanation of the considerations required to assess the suitability of a therapeutic environment shows limited detail. The student can provide a limited range of considerations such as space, access and privacy, room ambiance, cleanliness and equipment, and resources available to ensure safe practice.</p> <p>The student offers a limited description of how their skills and behaviours are limited with intended application of knowledge to practice.</p> <p>The student’s account of how they would apply good practice techniques to maintain and monitor equipment shows a limited understanding and provides limited examples such as following agreed protocols for health and safety and client care, and following procedures for recording, monitoring and passing on information to appropriate team members regarding equipment needs.</p> |
| 1 | 1–3 | <p>The student’s explanation of the considerations required to assess the suitability of a therapeutic environment lacks detail. The student lacks a range of considerations including, for example, space, access and privacy, room ambiance, cleanliness and equipment, and resources available to ensure safe practice.</p> <p>The student offers limited description of how their skills and behaviours are limited with little application of knowledge to practice.</p> <p>The student offers an unsatisfactory account of how they would apply good practice techniques to maintain and monitor equipment, and examples such as following agreed protocols for health and safety and client care, and following procedures for recording, monitoring and passing on information to appropriate team members regarding equipment needs are lacking.</p> |
| 0 | 0 | No creditworthy material. |

Indicative content

- importance of environmental considerations required before undertaking specific therapy/support/interventions such as:
 - safety, for example clean and tidy
 - space, for example to carry out exercise interventions
 - accessibility, for example wheelchair ramps
- maintenance of equipment, kit and devices to ensure they are always suitable for use for example:
 - use in line with manufacturer’s guidelines
 - regular cleaning, for example infection control
 - regular testing of equipment
- use physiological measurement equipment for example:
 - stethoscope, for example heart and lungs
 - thermometer, for example electronic, tympanic membrane sensors
 - pulse oximeter, for example oxygen in blood
- understand the accuracy or precision that is required in measurements for a particular purpose

- understand issues concerning the calibration of instruments
- listen actively and record information accurately and concisely
- use knowledge of context to find appropriate and accurate calculation for the recording of physiological measurements

Accept other appropriate responses.

SAMPLE

Question 6

Part A

Explain your role in assisting registered health professionals when undertaking common physiological measurements.

Part B

Analyse how your actions followed good practice guidelines and protocols when undertaking common physiological measurements in a therapeutic context, identifying any areas for improvement.

(20 marks)

| Band | Marks | Descriptor |
|------|-------|--|
| 4 | 16–20 | <p>The student's descriptive explanation of their role to assist registered nurse/health professionals to undertake a range of common physiological measurements is highly detailed, demonstrating an exceptional knowledge and understanding when carrying out clinical and therapeutic tasks and interventions.</p> <p>The student's skills and behaviours are highly consistent with intended application of knowledge to practice which is demonstrated through their understanding when describing their role, for example, in relation to handling information, confidentiality, following local and national policies and the use of relevant documentation.</p> <p>The student is able to analyse the performance of their actions to an exceptional degree by reflecting upon the scope of their role, and how it fits within the responsibilities of others within the team and complies with legislation, policy and protocols, and identify any areas for improvement.</p> |
| 3 | 11–15 | <p>The student's descriptive explanation of their role to assist registered nurse/health professionals to undertake a range of common physiological measurements is moderately detailed, demonstrating a good knowledge and understanding when carrying out clinical and therapeutic tasks and interventions.</p> <p>The student's skills and behaviours demonstrate a consistent level with intended application of knowledge to practice which is demonstrated through their understanding when describing their role, for example, in relation to handling information, confidentiality, following local and national policies and the use of relevant documentation.</p> <p>The student is able to analyse the performance of their actions to a high degree by reflecting upon the scope of their role, and how it fits within the responsibilities of others within the team and complies with legislation, policy and protocols, and identify any areas for improvement.</p> |

| Band | Marks | Descriptor |
|------|-------|---|
| 2 | 6–10 | <p>The student’s descriptive explanation of their role to assist registered nurse/health professionals to undertake a range of common physiological measurements shows satisfactory detail, demonstrating some knowledge and understanding when carrying out clinical and therapeutic tasks and interventions.</p> <p>The student’s skills and behaviours demonstrate a moderately consistent level with intended application of knowledge to practice which is demonstrated through their understanding when describing their role, for example, in relation to handling information, confidentiality, following local and national policies and the use of relevant documentation.</p> <p>The student is able to analyse the performance of their actions to a satisfactory degree by reflecting upon the scope of their role, and how it fits within the responsibilities of others within the team and complies with legislation, policy and protocols, and identify any areas for improvement.</p> |
| 1 | 1–5 | <p>The student’s descriptive explanation of their role to assist registered nurse/health professionals to undertake a range of common physiological measurements lacks sufficient detail, demonstrating very limited knowledge and understanding when carrying out clinical and therapeutic tasks and interventions.</p> <p>The student’s skills and behaviours are lacking a satisfactory level of intended application of knowledge to practice which is demonstrated through their understanding when describing their role, for example, in relation to handling information, confidentiality, following local and national policies and the use of relevant documentation.</p> <p>The student’s ability to analyse the performance of their actions lacks reflection upon the scope of their role, and how it fits within the responsibilities of others within the team and complies with legislation, policy and protocols, also lacking identification of any areas for improvement.</p> |
| | 0 | No creditworthy material. |

Indicative content

- understand the importance of handling information correctly including recording, reporting and storing in relation to clinical tasks, therapeutic tasks and interventions such as:
 - accurately and legibly contribute to and share information, and follow local and national policies
 - health and safety protocols
 - waste management protocols
 - risk assessment
 - take part in audits
- policy and good practice when undertaking common physiological measurements such as:
 - gaining consent
 - dignity and respect for individual
 - responding to questions and providing feedback
 - following a person-centred approach

- following infection control procedures

Accept other appropriate responses.

SAMPLE

Performance outcome grid

| Question | C-PO1 | C-PO2 | C-PO3 | O-PO1 | O-PO2 | O-PO3 | Total |
|--------------------|---------------|---------------|-------------|-------------|---------------|-------------|------------|
| Theme 1 | | | | | | | |
| 1 | | | | 12 | | | 12 |
| 2 | 20 | | | | | | 20 |
| Theme 2 | | | | | | | |
| 3 | | | 12 | | | | 12 |
| 4 | | 20 | | | | | 20 |
| Theme 3 | | | | | | | |
| 5 | | | | | | 12 | 12 |
| 6 | | | | | 20 | | 20 |
| Total | 20 | 20 | 12 | 12 | 20 | 12 | 96 |
| % weighting | 20.833 | 20.833 | 12.5 | 12.5 | 20.833 | 12.5 | 100 |

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 | Sample added as a watermark. | November 2023 | 23 November 2023 |