



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Care of Children and Young People

Assignment 2 - Practical activities part 2

Provider delivery guide with mark scheme

v1.3: Specimen assessment materials
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T Level Technical Qualification in Health Occupational specialism assessment (OSA)

Supporting the Care of Children and Young People

Provider delivery guide with mark scheme

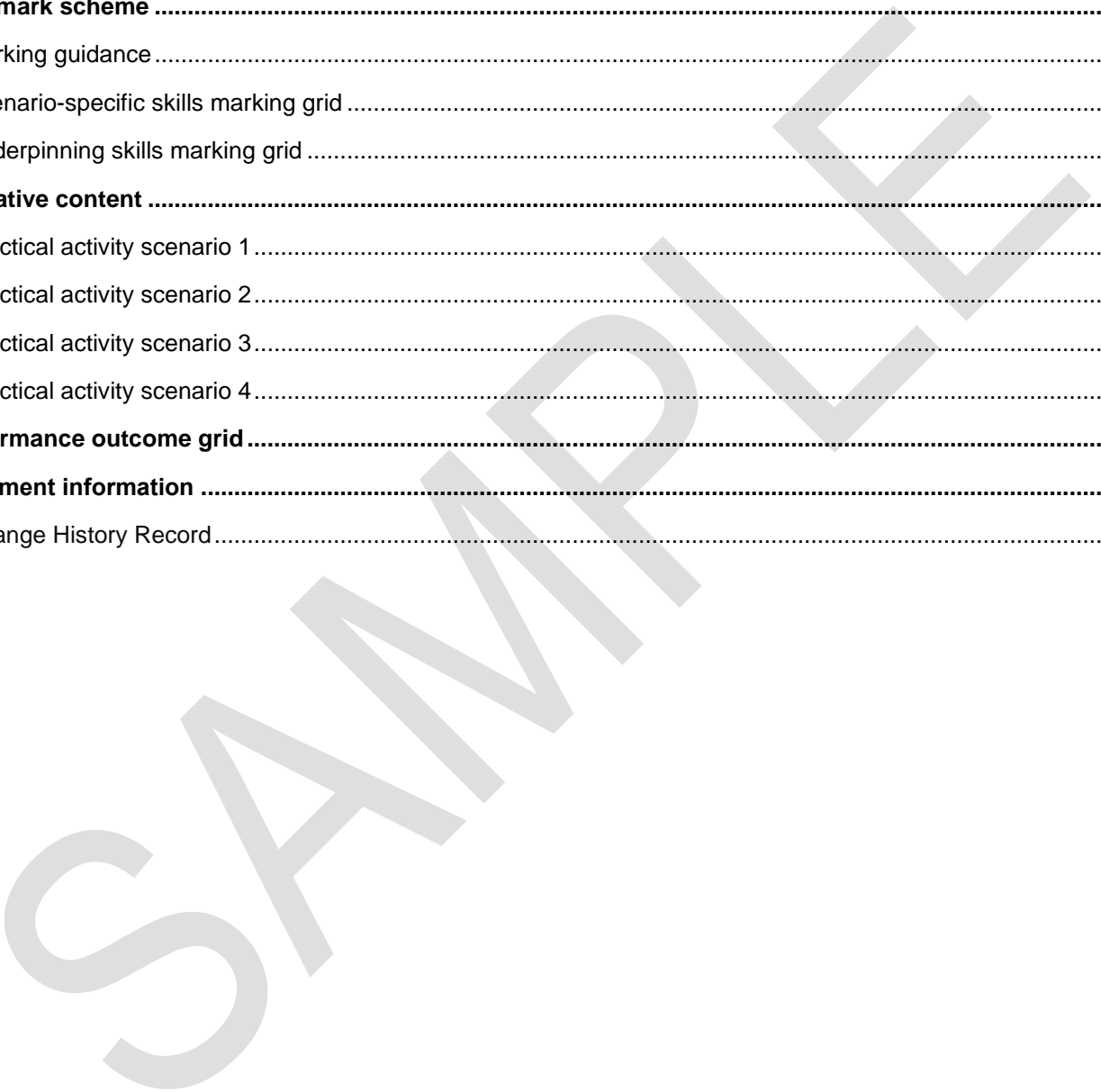
Assignment 2

Practical activities part 2

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Document security

To be opened on (day of the week) (date) (month) (year) at 9:00am, 7 working days prior to the assessment period from (day of the week) (date) (month) (year) to (day of the week) (date) (month) (year).

This assessment material must **not** be shared with students. Any breach of this assessment material must be reported to NCFE **immediately** in accordance with the assessment regulations found at www.qualhub.co.uk.

Time allowed

1 hour 40 minutes

Paper number

[paper number]

SAMPLE

Introduction

This document must be used to deliver and mark the practical activity assessment for the (insert series) series of Supporting the Care of Children and Young People.

It is the responsibility of the internal moderator to follow the guidance contained within this document and ensure that a consistent approach is taken to the delivery and marking for all students through a satisfactory internal standardisation process.

SAMPLE

Summary of the practical activities assessment (PAA)

The PAA aspect of the occupational specialism component requires students to demonstrate practical activities taken from the list of practical activities published by NCFE CACHE in September (insert year). The list of practical activities is published in the tutor guidance document which can be found at www.qualhub.co.uk

The PAA is externally set by NCFE.

The PAA is internally marked by provider assessors and moderated by NCFE. Providers are required to audio-visually record the performances of all students.

The PAA requires students to complete the **4** practical activity scenarios detailed in this document.

The PAA is assessed against 2 mark schemes:

- a scenario specific skills mark scheme - this mark scheme is applied to award a mark for every practical activity scenario
- an underpinning skills mark scheme - this mark scheme is applied to award a mark across the practical activity scenarios

Assessor instructions

- this assessment requires students to demonstrate the **4** practical activity scenarios detailed in this document - the practical activity scenarios are taken from the list of practical activities published by NCFE CACHE in September [insert year]
- it is the responsibility of the internal moderator to follow the guidance contained within this document and ensure that the practical activity scenarios are set up correctly at different stations within a suitable assessment environment
- the floor plans included are illustrative to suggest an appropriate layout for each scenario; it is not a requirement to exactly replicate the floor plan and there may be resources and equipment not represented on the floor plan
- students will move between the **4** stations during the assessment, once the first student has completed station 1 and has moved to station 2, the next student will be admitted to station 1 and so on
- students must be given up to **5** minutes when they get to each station to prepare for the practical activity scenario, they should use this time to carefully read each practical activity scenario, including any supporting information and familiarise themselves with the station
- students will have a maximum amount of time to complete each practical activity scenario, the time available is written clearly at the beginning of each practical activity scenario, and if a student goes over this time, you must tell them to move on to the next station
- assessors should read the instructions and information on the front of the assignment brief to the student and confirm understanding before the practical activity assessment begins, students should be made aware that some stations might take more time than others, meaning they may have a short wait before being allowed to progress to the next station and understand that this waiting time will still be under supervised conditions, as specified in the tutor guide and assessment regulation documents
- where providers are delivering the assessment with assessors remaining at each station, providers must have ensured that there is mechanism by which the student's assessment booklets can be kept securely between stations
- assessors will need to collect the students completed assignment brief booklets at the end of the assessment

Assessor information

Marks

- the marks available for each practical activity scenario are shown in brackets
- the marks for this assessment are broken down into scenario specific skills and underpinning skills:
 - 16 marks are available for scenario specific skills and students will be awarded a scenario specific skills mark for their performance in each practical activity scenario they demonstrate
 - 12 marks are available for underpinning skills and students will be awarded an underpinning skills mark for their holistic application of these skills in their performance across the practical activity scenarios they demonstrate
- the maximum mark for this assessment is 76

Materials

For this assessment students must have:

- a black or blue ball-point pen

Equipment and resources

The equipment and resources listed under each practical activity scenario are in line with those detailed in the qualification specification. All equipment and resources should be familiar to the student and should have been used during teaching and learning delivery of the qualification.

Standardised patients and role play

Where the practical activity scenario requires a standardised patient or element of role play, these roles must be fulfilled by a member of the provider staff. It is not appropriate to use students or any other person in these roles for the assessment.

Standardised patients and role players must be fully briefed on the requirements of their role in each of the scenarios, prior to the assessments taking place. Role play scripts are provided in the resources, where appropriate.

Number of provider staff required

The table below indicates the number of provider staff that are needed to deliver **each** practical activity scenario.

Practical activity scenario	Assessor	SP/RP*	Total
1	1	2	3
2	1	1	2
3	1	2	3
4	1	2	3

Note: The assessor will act as one of the role players if their role is minimal, and **only** where it does not distract from the focus being on applying the mark scheme. Further detail is provided in the specific requirements for each practical activity scenario.

Assessing the practical activity stations

Providers can manage the marking of the practical activity assessment in either 2 ways:

- individual students are assessed on all practical activity stations by **one** assessor
- individual students are assessed by **multiple** assessors located at the different practical activity stations

It is the responsibility of the internal moderator to ensure that the assessors marking, in either approach, is in line with the agreed standard.

SAMPLE

PAA delivery

For further guidance on the general delivery of the PAA, please refer to the tutor guidance document which can be found at www.qualhub.co.uk.

Please be aware that the details provided in this section, whilst reflecting the assignment brief document given to students, do contain additional information. The additional information is provided to help providers establish a consistent approach to the delivery and marking of the PAA.

Most of the items contained within this document will be repeated in the students' assignment brief. There will, however, be instances where providers need to make copies of items from this document. Clear instructions will be given where this is the case.

SAMPLE

Practical activity scenario 1

This practical activity scenario requires students to:

OPA1: Carry out delegated clinical tasks for children and/or young people

Purpose

To assess the student's ability to carry out delegated clinical tasks as appropriate to the role.

To assess the student's ability to assist the nurse to undertake the relevant tests. Using the data presented, the student should be able to measure against score charts to validate possible findings.

Brief

A 7 year old female child is brought into the accident and emergency department by one of her parents, as she is vomiting and is complaining of abdominal pain and blurred vision.

Task

The nurse in charge has asked you to take the following physiological measurements as part of your training:

- weight
- height
- blood pressure
- body temperature

You should record these on the admittance assessment form (item A). The nurse in charge has also taken a set of physiological measurements to check them against yours and she has requested that you record her measurements on the admittance assessment form.

Once you have carried out these clinical tasks, analyse the results given in the admittance assessment form (item A)

Report your findings to the registrar on duty and in the notes section of the admittance assessment form (item A)

(16 marks)

plus marks for underpinning skills – person-centred and family-centred care and service frameworks, communication techniques and strategies and health and safety

Supporting information

Mode of assessment

This practical activity scenario involves role play. The child and parent are played by members of staff and the registrar is played by the assessor. The child and parent should engage with the student. The child should follow instructions and complete tasks asked for by the student but should not provide any additional information other than what is in the brief.

The simulated station should be set up as an accident and emergency bay.

During the simulation, the colleague playing the role of the nurse should give appropriate directions to the student, for example, 'can you take the following physiological measurements please?'. However, specific and/or suggested steps in this process should not be recommended.

Equipment

This practical activity scenario requires the following equipment:

- a simulated accident and emergency bay (including a hospital bed, curtain, and chairs)
- a handwashing area
- aprons
- gloves
- masks
- sick bowls
- wipes
- waste disposal
- weighing scales
- a stadiometer
- an automatic blood pressure monitor
- digital thermometer

Resources

Students are given an admittance assessment form (item A).

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 25 minutes.

Performance outcomes

This practical activity scenario assesses:

PO1: Assist with clinical tasks and treatment for children and young people

PO2: Provide care and support to children and young people before, during and after clinical or therapeutic procedures

Item A: admittance assessment form

Patient history

Patient is 7 years old and lives with both parents. No previous hospital admissions.
 Attending with a parent.
 No allergies. Immunisations up to date. No overseas recent travel.

General appearance

Positive parent-child interactions. Engages with Mum and is distressed when she leaves.
 Positive gross and fine motor skills.
 Appropriate speech.
 Low mood - crying due to pain. Tired.

Physical assessment

Vomiting, abdomen pain and blurred vision.

Measurements	Measurements you have taken	Nurse measurements
Weight		18kg
Height		3'11 (121cm)
Temperature		37.5 ° celsius
Blood Pressure		90/60

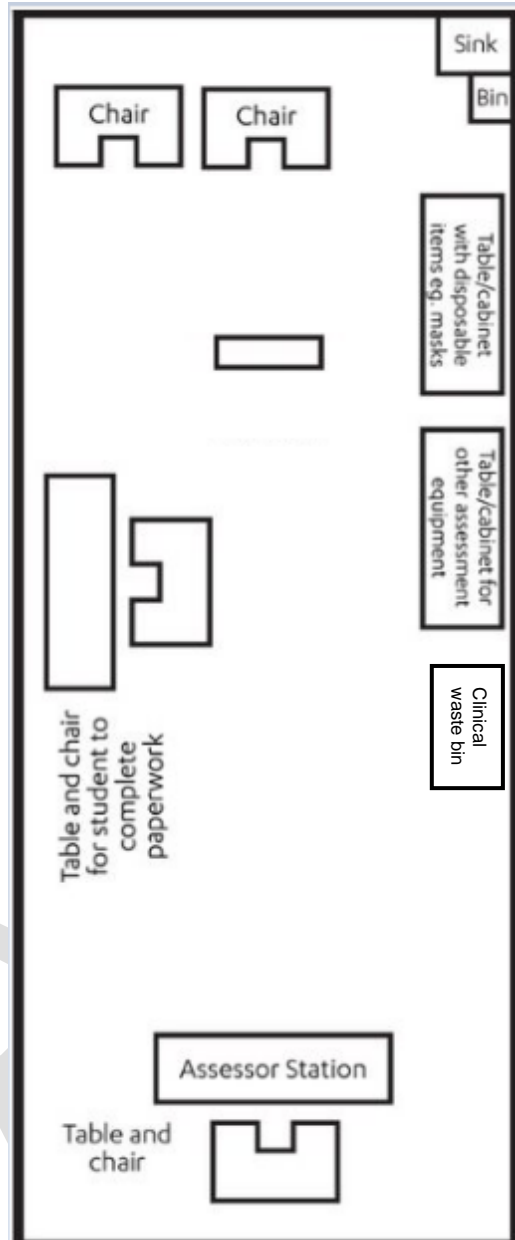
Additional measurements

Test	Normal readings	Child's readings
C peptide test	0.8–3.85ng/mL (nanograms/millilitre)	0.5 ng/mL
Fasting glucose test	3.9–5.4 mmols/l (minimols/mole)	5.5 mmols/l
Oral glucose tolerance test	Lower than 140 mg/dL (milligrams/decilitre)	155 mg/dL
Urine test	Under 250 mg/dL	280 mg/dL

Notes

SAMPLE

Floor plan scenario 1



Practical activity scenario 2

This practical activity scenario requires students to:

OPA7: Provide care and support to children and/or young people using therapeutic play and learning strategies and interventions before, during and after clinical or therapeutic procedures

Purpose

To assess the student's ability to support the provision of play therapy techniques appropriate to the CYPs needs.
To assess the student's ability to communicate information to the CYP in a clear and unambiguous way, using an appropriate format.

Brief

A 5 year old child has been referred by a registrar to the surgical team for an exploratory procedure for her stomach to confirm the provisional diagnosis being considered. The child's parents are concerned that their child does not understand what is happening and want to make them feel as reassured as possible.

You are asked by one of the hospital's play therapists to arrange a session with the child before their procedure.

As you will be accompanying the child to theatre for this procedure, you will assist the play therapist during their session.

Task

Set up and undertake an appropriate therapeutic play session with a child using the information provided in the brief about the child.

On completion of the session, record the session narrative on the play session notes record (**item B**) including what you did and what the outcome of the session was.

You have 5 minutes to set up the session, 10 minutes with the child and 10 minutes to record the session.

(16 marks)

plus marks for underpinning skills – person-centred and family-centred care and service frameworks, communication techniques and strategies

Supporting information

Mode of assessment

This practical activity scenario involves role play. The child is played by a member of staff and the play therapist by the assessor.

A role play information sheet is provided below.

The simulated station should be set up as a play area.

Equipment

This practical activity scenario requires the following equipment:

- a simulated play area with appropriate furniture

- tools for therapeutic play
- puppets
- crafts and arts material
- building blocks
- music

Resources

No resources are needed for this practical activity scenario.

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 30 minutes.

Performance outcomes

This practical activity scenario assesses:

PO1: Assist with clinical tasks and treatment for children and young people

PO2: Provide care and support to children and young people before, during and after clinical or therapeutic procedures

CYP and play therapist: role play information sheet

Play therapist

- the play therapist should briefly outline their role as a play therapist and indicate that today's session will be led by the student
- for example, 'I'm here to chat about the procedure you are going to have so that you are happy and prepared. We'll use different play equipment and my colleague (the student) here will lead the session. You can ask us any questions, we are here to help'

CYP

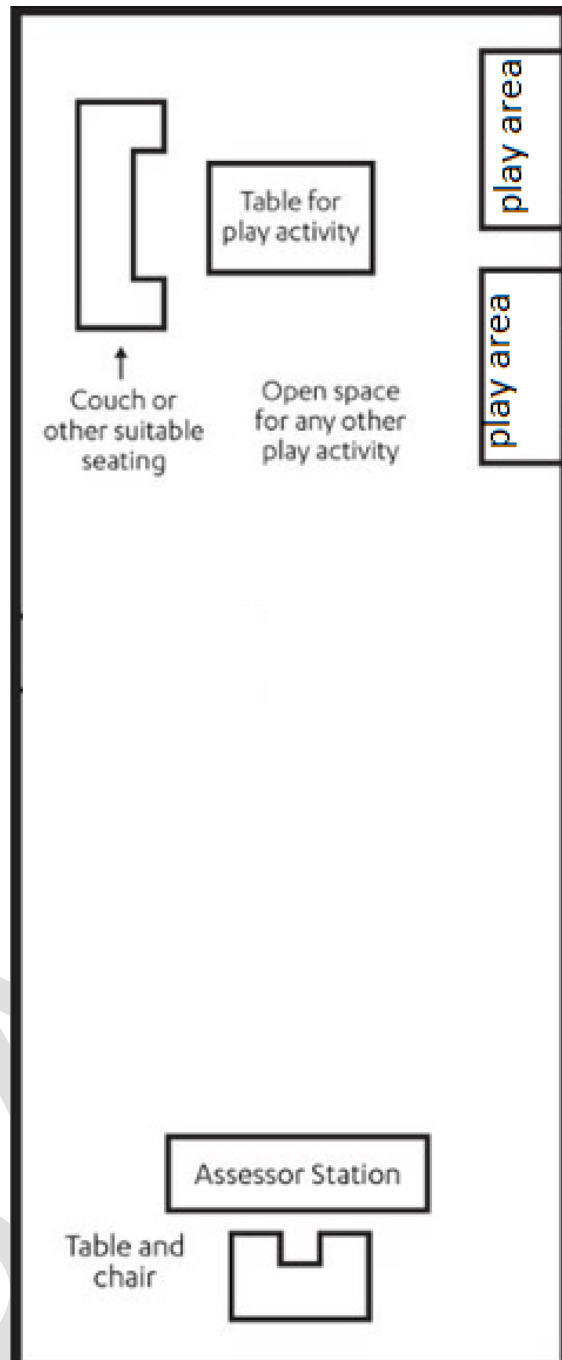
- the child should engage with the student and the activities
- the child should respond to questions, if asked, in both an open and closed way
- the child is not required to ask questions themselves

Item B: play session notes

Play session notes

SAMPLE

Floor plan scenario 2



Practical activity scenario 3

This practical activity scenario requires students to:

OPA8: Use dietary assessment tools to support and enable children and/or young people to maintain adequate nutrition and hydration

Purpose

To assess the student's ability to interpret the data provided and support the CYP and their parents in developing a realistic and informed strategy to improve and enable the sustainability of a healthy nutrition plan.

To assess the student's ability to work with the CYP's parents to support the CYP's needs.

Brief

A 10 year old child is recovering from an abdominal procedure. The child's abdomen pain has subsided, but they are not eating well and have lost weight since first becoming ill.

Task

You have been asked by the hospital dietician, as part of your training, to suggest a nutrition plan for the child to follow over the next week, using the information from the 24 hour diet recall assessment (item C).

The dietician will consider your nutrition plan as part of the aim to increase the child's food consumption and calorie intake.

Working with the child and the parent, complete item C (signs of poor nutrition) and D to develop a suitable 1 week nutrition plan.

The Eatwell Guide is provided for reference (item E).

(16 marks)

plus marks for underpinning skills – person-centred and family-centred care and service frameworks and communication techniques and strategies

Supporting information

Mode of assessment

This practical activity scenario involves role play. The child and the parent will be played by member of staff. A role play information sheet is provided below.

The simulated station should be set up as a small meeting room or office.

Equipment

This practical activity scenario requires the following equipment:

- a small meeting room or office
- 4 chairs
- a table

Resources

Students are given a completed 24 hour diet recall form (item C) and templates for a 1 week nutrition plan (item D) and the Eatwell guide (item E).

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 25 minutes.

Performance outcomes

This practical activity scenario assesses:

PO1: Assist with clinical tasks and treatment for children and young people

PO2: Provide care and support to children and young people before, during and after clinical or therapeutic procedures

CYP and parents: role play information sheet

The CYP will disclose:

- stomach pains because she does not eat regularly throughout the day
- not drinking enough water because they feel they will always need to use the toilet
- an increase in eating processed foods

Parent guidance

The parent will:

- identify a lack of knowledge of balanced nutrition
- identify a lack of knowledge of good hydration levels
- disclose that they are 'too busy to cook from scratch'

Item C: 24 hour diet recall form

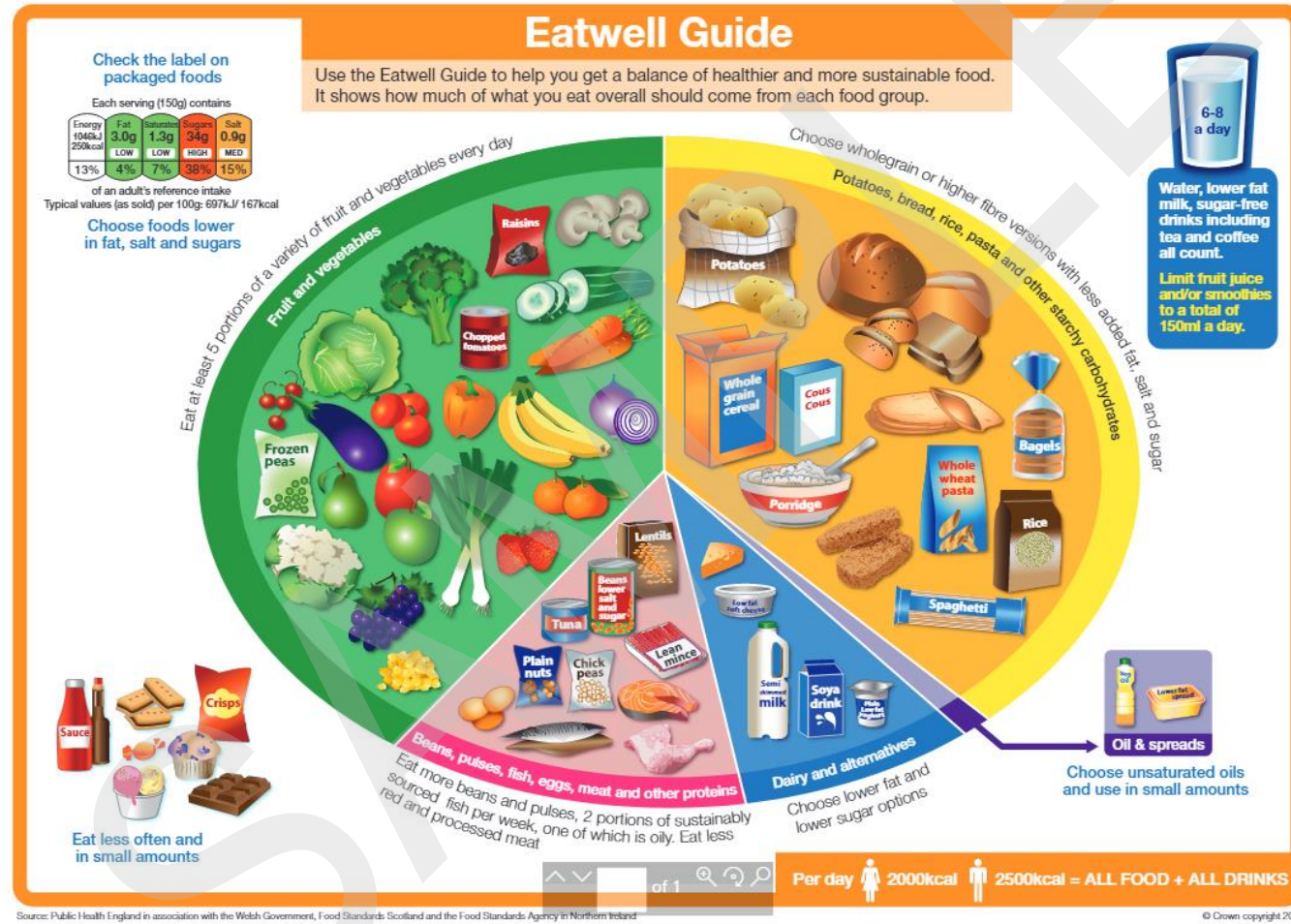
Time	Food or beverage consumed	Quantity/amount consumed
10:00am	Water	1 small cup (approx. 150ml)
11:15am	Chocolate biscuit	1 biscuit
12:00pm	Ham sandwich: 2 buttered slices of white bread buttered, 2 slices of ham	½ of the sandwich eaten
12:15pm	Lemonade	1 cup (approx. 200ml)
2:00pm	Water	1 cup (approx. 200ml)
3:00pm	Ready salted crisps	1 bag
5:00pm	Tinned sausage and beans	½ a tin consumed
5:15pm	Coca Cola	1 cup (approx. 200ml)
6:30pm	Chocolate cake bar	1 single cake bar
7:30am	Blackcurrant squash	1 cup (approx. 200ml)
8:00am	Rice Krispies cereal with 250ml milk	¼ of the cereal consumed
8:15am	Water	1 cup (approx. 200ml)
10:00am	Packet of jelly sweets	½ packet consumed

Signs of poor nutrition

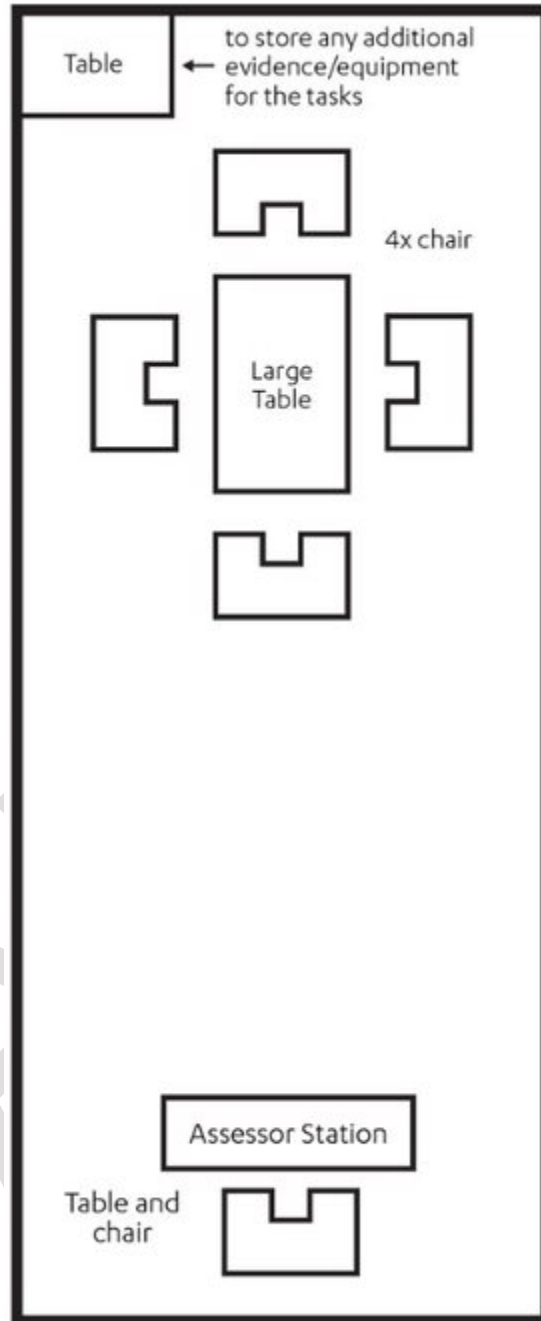
Item D: 1 week nutrition plan template

Time of day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast							
Lunch							
Evening meal							
Snacks							
Hydration							

Item E: Eatwell Guide



Floor plan scenario 3



Practical activity scenario 4

This practical activity scenario requires students to:

OPA6: Support parent, families, and carers to meet the needs of the child and/or young person by offering advice and support on how to manage the child or young person's condition

Purpose

To assess the student's ability to support the young person to manage their diagnosis of asthma in a proactive way. This will involve modelling the correction procedure for peak flow and discussing possible triggers for asthma attacks and what could be done to address this.

Brief

A 12 year old young person has recently been diagnosed with asthma.

They have come to the health centre with their parent to learn strategies to manage their own condition.

Task

You will demonstrate how to measure peak flow and use the peak flow chart (item F) and how to complete a peak flow diary (item G) to enable the young person and parent to monitor occurrences which trigger an asthma attack.

Using this information, you should provide advice and information to support the development of strategies to enable the young person and their parent to better manage their condition.

(16 marks)

plus marks for underpinning skills – person-centred care, family-centred care, service frameworks, communication techniques and strategies and health and safety

Supporting information

Mode of assessment

This practical activity scenario involves role play. The young person and the parent will be played by members of staff. A role play information sheet is provided below.

This simulated station should be set up with a table and 4 chairs.

Equipment

This practical activity scenario requires the following equipment:

- a simulated room in a health centre with table and 4 chairs
- a peak flow meter
- a selection of public health materials pertinent to local and national public health campaigns, for example: www.campaignresources.phe.gov.uk/resources/campaigns/34-stay-well-this-winter---flu/resources.

Resources

Students are given a peak flow chart (item F) and peak flow diary template (item G).

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 20 minutes.

Performance outcomes

This practical activity scenario assesses:

PO1: Assist with clinical tasks and treatment for children and young people

PO2: Provide care and support to children and young people before, during and after clinical or therapeutic procedures

PO3: Support parents, families, and carers to meet the needs of children and young people

Child and parent: role play information sheet

The child and their parent have come to the health centre to develop ways to minimise the risk of asthma attacks within the home.

Young person:

- assert that you frequently have a tight chest in cold weather and at the start of exercising
- if asked, identify that you feel tight-chested at your friend's house - they have 2 dogs
- follow the procedure for taking a peak flow reading as directed by the student

Parent:

- ask what you can do to support your young person

in the house

- in different seasonal changes (e.g summer, winter)

Item F: peak flow chart

PAEDIATRIC NORMAL VALUES

PEAK EXPIRATORY FLOW RATE

For use with EU / EN13826 scale PEF meters only

Height (m)	Height (ft)	Predicted EU PEFR (L/min)	Height (m)	Height (ft)	Predicted EU PEFR (L/min)
0.85	2'9"	87	1.30	4'3"	212
0.90	2'11"	95	1.35	4'5"	233
0.95	3'1"	104	1.40	4'7"	254
1.00	3'3"	115	1.45	4'9"	276
1.05	3'5"	127	1.50	4'11"	299
1.10	3'7"	141	1.55	5'1"	323
1.15	3'9"	157	1.60	5'3"	346
1.20	3'11"	174	1.65	5'5"	370
1.25	4'1"	192	1.70	5'7"	393

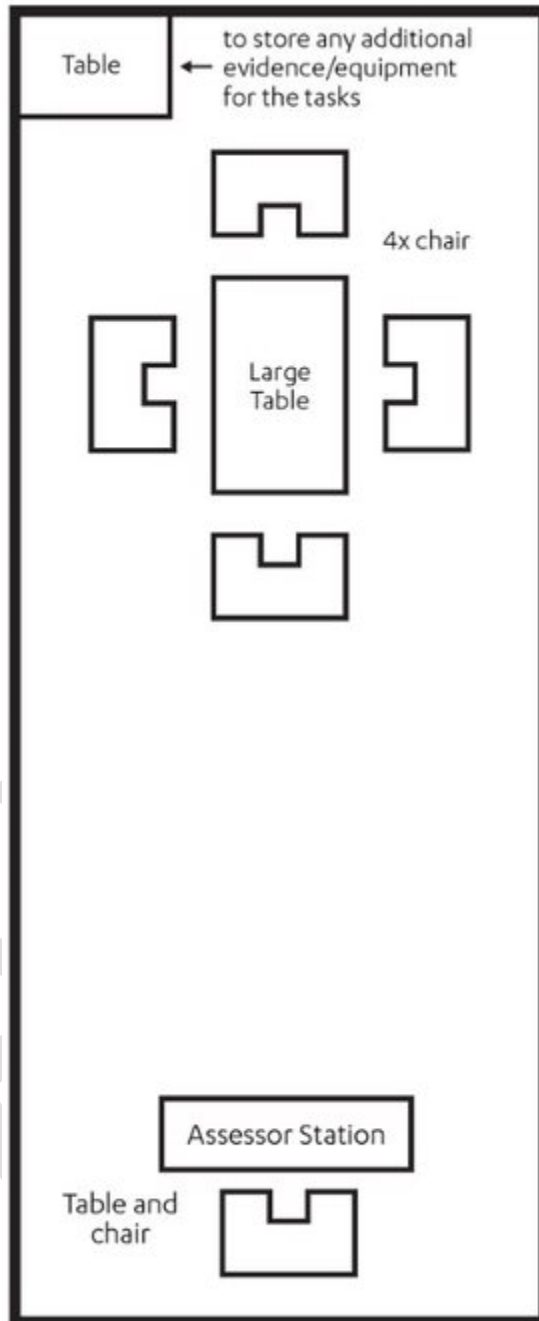
SAM

Item G: peak flow diary template

		WEEK 1							WEEK 2																
Day of the week		M	T	W	T	F	S	S	M	T	W	T	F	S	S										
Warning symptoms	Used reliever inhaler																								
	Had asthma symptoms such as shortness of breath, tight chest, coughing or wheezing																								
	Waking at night with asthma symptoms																								
	Feeling like you can't keep up with your normal day-to-day activities																								
		AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
	800																								
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	260																								
	240																								
	220																								
	200																								
	180																								
	160																								
	140																								
	120																								
Weekly comments: anything unusual this week that might have resulted in a lower score? eg. 'I was stressed', 'I exercised', 'I came into contact with a pet.'																									

Feel free to photocopy empty pages to add them to your diary or download more from our resources section at www.asthma.org.uk/advice/resources

Floor plan scenario 4



PAA mark scheme

The mark scheme for the PAA comprises of marking grids and indicative content.

The following marking grids should be used to assess students and award marks for the scenario specific skills and underpinning skills. The indicative content for the scenario specific skills is for the practical activity scenarios set for the (insert series) series only.

To understand what is required to be awarded marks, students should have already been provided with a copy of the marking grids. The marking grids are published in the tutor guidance document which can be found at www.qualhub.co.uk.

Assessors are reminded that they should complete a student assessment record form to record descriptive information and evidence of the student's skills and knowledge demonstrated during the PAA. The student assessment record form can be found at www.qualhub.co.uk.

Marking guidance

Marking grid

The marking grids for the scenario specific skills and the underpinning skills identify the 4 assessment criteria that students are assessed against. Each assessment criterion is out of a total of 4 marks.

The assessment criteria are broken down into 4 bands with a corresponding descriptor. The descriptor for the band indicates the qualities of a student's performance in that band. The band is the mark that should be awarded for that assessment criterion. For example, Band 1= 1 mark and Band 4= 4 marks. There is a total of 16 marks available for the scenario specific skills and 12 marks available for underpinning skills mark schemes which should be used in accordance with the assessment requirements (see page 8 for details).

When determining marks for scenario-specific skills, assessors should only consider the quality of the student's performance in that scenario. When determining a band/mark, the assessor's decisions should be based on the overall quality of the student's performance in relation to the descriptors. If the student's performance covers different aspects of different bands, assessors should use a best-fit approach to award the band/mark.

When determining marks for underpinning skills, the assessor should consider performance across **all** scenarios. Where certain scenarios do not provide opportunities for students to demonstrate an underpinning skill, students should not be penalised; the mark awarded should be based on the quality of the student's performance in scenarios where the underpinning skills have emerged. When determining a band/mark, the assessors' decision should be based on the overall quality of the student's performance in relation to the descriptors. If the student's performance of a particular underpinning skill is inconsistent across scenarios, and covers different aspects of different bands, assessors should use a best-fit approach to award the most appropriate band/mark.

Standardisation materials can be used to help assessors with determining a band/mark if they are unsure.

Assessors should start at the lowest band of the marking grid and move up until there is a match between the band descriptor and the student's performance.

Indicative content

Indicative content has been provided as a guide to help assessors understand what should be expected in a student's performance to allow for a marking judgement to be made. Assessors are reminded that indicative content is not an exhaustive list.

Scenario-specific skills marking grid

Band	Demonstration of knowledge and understanding of the clinical task(s) and/or treatment(s) and/or provision of care and support		Application of best practice, agreed ways of working and regulations/legislation in relation to a clinical task(s) and/or treatment(s) and/or provision of care and support		Use of equipment and/or materials and/or resources in relation to a clinical task(s) and/or treatment(s) and/or provision of care and support		Recording, using, selecting and/or presenting data and/or handling information in relation to a clinical task(s) and/or treatment(s) and/or provision of care and support	
	Mark	Description	Mark	Description	Mark	Description	Mark	Description
4	4	The student demonstrates excellent knowledge and understanding of the delegated clinical tasks and treatments and/or provision of care and support, that is sustained throughout the student's practice.	4	The student demonstrates a highly effective application of the clinical task(s), treatment and/or provision of care and support that is consistently in line with best practice techniques and agreed ways of working. The student's adherence to the appropriate regulations/legislation is excellent and demonstration of the clinical task(s), treatment and/or provision of care and support is always within the scope of their role and responsibilities.	4	The student demonstrates a highly proficient use of the equipment and/or materials and/or resources, which are always applied with accuracy and precision. The student monitors and maintains equipment and/or materials and/or resources in a highly effective way and always ensures that the equipment and/or materials and/or resources are available, correctly located and serviceable, as applicable.	4	The student records, uses, selects and/or presents data and/or handles information in a highly effective and clear way, when assisting with delegated clinical tasks and treatments and/or providing care and support. The student consistently records, uses, selects and/or presents and handles information in line with all local and national policies. The student is highly effective at developing and adhering to care and assessment plans and clarifying complex information, as appropriate.

Band	Demonstration of knowledge and understanding of the clinical task(s) and/or treatment(s) and/or provision of care and support		Application of best practice, agreed ways of working and regulations/legislation in relation to a clinical task(s) and/or treatment(s) and/or provision of care and support		Use of equipment and/or materials and/or resources in relation to a clinical task(s) and/or treatment(s) and/or provision of care and support		Recording, using, selecting and/or presenting data and/or handling information in relation to a clinical task(s) and/or treatment(s) and/or provision of care and support	
	Mark	Description	Mark	Description	Mark	Description	Mark	Description
3	3	The student demonstrates good knowledge and understanding of the delegated clinical tasks and treatments and/or provision of care and support, that is largely sustained throughout the student's practice.	3	The student demonstrates effective application of the clinical task(s), treatment and/or provision of care and support that is mostly in line with best practice techniques and agreed ways of working. The student's adherence to the appropriate regulations/legislation is good and demonstration of the clinical task(s), treatment and/or provision of care and support is usually with the scope of their role and responsibilities.	3	The student demonstrates a proficient use of the equipment and/or materials and/or resources, which are usually applied with accuracy and precision. The student monitors and maintains equipment and/or materials and/or resources in an effective way and mostly ensures that the equipment and/or materials and/or resources are available, correctly located and serviceable, as applicable.	3	The student records, uses, selects and/or presents data and/or handles information in an effective and mostly clear way, when assisting with delegated clinical tasks and treatments and/or providing care and support. The student generally records, uses, selects and/or presents and handles information in line with most local and national policies. The student is effective at developing and adhering to care and assessment plans and clarifying complex information, as appropriate.

Band	Demonstration of knowledge and understanding of the clinical task(s) and/or treatment(s) and/or provision of care and support		Application of best practice, agreed ways of working and regulations/legislation in relation to a clinical task(s) and/or treatment(s) and/or provision of care and support		Use of equipment and/or materials and/or resources in relation to a clinical task(s) and/or treatment(s) and/or provision of care and support		Recording, using, selecting and/or presenting data and/or handling information in relation to a clinical task(s) and/or treatment(s) and/or provision of care and support	
	Mark	Description	Mark	Description	Mark	Description	Mark	Description
2	2	The student demonstrates satisfactory knowledge and understanding of the delegated clinical tasks and treatments and/or provision of care and support, that is partially sustained throughout the student's practice.	2	The student demonstrates reasonably effective application of the clinical task(s), treatment and/or provision of care and support, that is sometimes in line with best practice techniques and agreed ways of working. The student's adherence to the appropriate regulations/legislation is satisfactory and demonstration of the clinical task(s), treatment and/or provision of care and is sufficiently within the scope of their role and responsibilities.	2	The student demonstrates sufficiently use of the equipment and/or materials and/or resources, which are sometimes applied with accuracy and precision. The student monitors and maintains equipment and/or materials and/or resources in a reasonably effective way and sometimes ensures that the equipment and/or materials and/or resources are available, correctly located and serviceable as applicable.	2	The student records, uses, selects and/or presents data and/or handles information in a reasonably effective and partially clear way when assisting with delegated clinical tasks and treatments and/or providing care and support. The student sometimes records, uses, selects and/or presents and handles information in line with some local and national policies. The student is reasonably effective at developing and adhering to care and assessment plans and clarifying complex information, as appropriate.

Band	Demonstration of knowledge and understanding of the clinical task(s) and/or treatment(s) and/or provision of care and support		Application of best practice, agreed ways of working and regulations/legislation in relation to a clinical task(s) and/or treatment(s) and/or provision of care and support		Use of equipment and/or materials and/or resources in relation to a clinical task(s) and/or treatment(s) and/or provision of care and support		Recording, using, selecting and/or presenting data and/or handling information in relation to a clinical task(s) and/or treatment(s) and/or provision of care and support	
	Mark	Description	Mark	Description	Mark	Description	Mark	Description
1	1	The student demonstrates basic knowledge and understanding of the delegated clinical tasks and treatments and/or provision of care and support, that is fragmented throughout the student's practice.	1	The student demonstrates minimally effective application of the clinical task(s), treatment and/or provision of care and support, that is rarely in line with best practice techniques and agreed ways of working. The student's adherence to the appropriate regulations/legislation is poor and demonstration of the clinical task(s), treatment and/or provision of care and support is minimally within the scope of their role and responsibilities.	1	The student demonstrates poor use of the equipment and/or materials and/or resources, which are rarely applied with accuracy and precision. The student monitors and maintains equipment and/or materials and/or resources with limited effectiveness and rarely ensures that the equipment and/or materials and/or resources are available, correctly located and serviceable as applicable.	1	The student records, uses, selects and/or presents data and/or handles information in a minimally effective and clear way, when assisting with delegated clinical tasks and treatments and/or providing care and support. The student rarely records, uses, selects and/or presents and handles information in line with few local and national policies. The student is minimally effective at developing and adhering to care and assessment plans and clarifying complex information, as appropriate.
0	No evidence demonstrated or nothing worthy of credit.							

Underpinning skills marking grid

Band	Person-centred and family-centred care and service frameworks		Communication techniques and strategies		Health and Safety	
	Mark	Description	Mark	Description	Mark	Description
4	4	<p>The student demonstrates an excellent ability to maintain duty of care, acting in the best interests and considering the rights of the child or young person consistently when assisting with delegated clinical tasks and treatments and/or providing care and support.</p> <p>The student applies highly effective person-centred and family-centred care, demonstrating excellent knowledge and understanding of the role of families and carers in the care and support of children and young people.</p> <p>The student's adherence to and application of the appropriate service frameworks is excellent.</p>	4	<p>The student demonstrates highly effective, age appropriate communication techniques and always implements strategies to deal with any barriers to communication, showing an excellent ability to develop positive relationships.</p> <p>The student always ensures that appropriate communication techniques are adopted to deliver holistic support when working in partnership with families and carers.</p> <p>The student uses age appropriate technical language with accuracy and they always demonstrate active listening and questioning for clarity.</p>	4	<p>The student's adherence to and compliance with health and safety regulations and legislation and principles that keep children and young people safe is excellent, when assisting with delegated clinical tasks and treatments and/or providing care and support.</p> <p>The student always monitors and maintains the clinical environment and demonstrates highly effective infection prevention and control procedures.</p>

Band	Person-centred and family-centred care and service frameworks		Communication techniques and strategies		Health and Safety	
	Mark	Description	Mark	Description	Mark	Description
3	3	<p>The student demonstrates a good ability to maintain duty of care, acting in the best interests and considering the rights of the child or young person when assisting with delegated clinical tasks and treatments and/or providing care.</p> <p>The student applies effective person-centred and family-centred care, demonstrating good knowledge and understanding of the role of families and carers in the care and support of children and young people.</p> <p>The student's adherence to and application of the appropriate service frameworks is good.</p>	3	<p>The student demonstrates effective, age appropriate communication techniques and implements strategies to deal with any barriers to communication, showing good ability to develop positive relationships.</p> <p>The student usually ensures that appropriate communication techniques are adopted to deliver holistic support when working in partnership with families and carers.</p> <p>The student's use of age appropriate technical language is generally accurate, and they usually demonstrate active listening and questioning for clarity.</p>	3	<p>The student's adherence to and compliance with health and safety regulations and legislation and principles that keep children and young people safe is good, when assisting with delegated clinical tasks and treatments and/or providing care and support.</p> <p>The student mostly monitors and maintains the clinical environment and demonstrates effective infection prevention and control procedures.</p>

Band	Person-centred and family-centred care and service frameworks		Communication techniques and strategies		Health and Safety	
	Mark	Description	Mark	Description	Mark	Description
2	2	<p>The student demonstrates some ability to maintain duty of care, sometimes acting in the best interests and considering the rights of the child or young person when assisting with delegated clinical tasks and treatments and/or providing care and support.</p> <p>The student applies reasonably effective person-centred and family-centred care, demonstrating satisfactory knowledge and understanding of the role of families and carers in the care and support of children and young people.</p> <p>The student's adherence to and application of the appropriate service frameworks is satisfactory.</p>	2	<p>The student demonstrates reasonably effective, age appropriate communication techniques and sometimes implements strategies to deal with any barriers to communication, showing a reasonable ability to develop positive relationships.</p> <p>The student sometimes ensures that appropriate communication techniques are adopted to deliver holistic support when working in partnership with families and carers.</p> <p>The student's use of age appropriate technical language is partially accurate and they sometimes demonstrate active listening and questioning for clarity.</p>	2	<p>The student's adherence to and compliance with health and safety regulations and legislation and principles that keep children and young people safe is satisfactory, when assisting with delegated clinical tasks and treatments and/or providing care.</p> <p>The student sometimes monitors and maintains the clinical environment and demonstrates sufficient infection prevention and control procedures.</p>

Band	Person-centred and family-centred care and service frameworks		Communication techniques and strategies		Health and Safety	
	Mark	Description	Mark	Description	Mark	Description
1	1	<p>The student demonstrates a limited ability to maintain duty of care and rarely acts in the best interests and considering the rights of the child or young person when assisting with delegated clinical tasks and treatments and/or providing care and support.</p> <p>The student applies person-centred and family-centred care with minimal effectiveness, demonstrating basic knowledge and understanding of the role of families and carers in the care and support of children and young people.</p> <p>The student's adherence to and application of the appropriate service frameworks is poor.</p>	1	<p>The student demonstrates minimally effective, age appropriate communication techniques and rarely implements strategies to deal with any barriers to communication, showing a limited ability to develop positive relationships.</p> <p>The student occasionally ensures that appropriate communication techniques are adopted to deliver holistic support when working in partnership with families and carers.</p> <p>The student's use of age appropriate technical language is limited in accuracy and they rarely demonstrate active listening or questioning for clarity.</p>	1	<p>The student's adherence to and compliance with health and safety regulations and legislation and principles that keep children and young people safe is poor, when assisting with delegated clinical tasks and treatments and/or providing care and support.</p> <p>The student rarely monitors and maintains the clinical environment and demonstrates limited infection prevention and control procedures.</p>
0	No evidence demonstrated or nothing worthy of credit.					

Indicative content

Practical activity scenario 1

- the student will demonstrate correct handwashing technique
- the student will gain consent from the child and the child's parents prior to collection of equipment
- the student will select the correct equipment to carry out the physiological measurements
- the student will demonstrate the correct use of PPE, including aprons, gloves, masks
- the student will demonstrate appropriate communication skills prior, during and after tests are being undertaken with child and the child's parent
- the student will weigh the child using weighing scales and record findings
- the student will measure the height of the child using a stadiometer and record findings
- the student will check the child's temperature using a digital thermometer and record findings the student will measure the child's blood pressure using an automatic blood pressure monitor
- the student will demonstrate effective and accurate written communication skills when completing the admittance assessment form
- the student will use the results of the tests on the admittance assessment form and make reasoned judgements to report measurements outside of the norm to the registrar and on the notes section of the admittance assessment form (these findings suggest that child may have Type 1 diabetes)

Accept other appropriate actions.

Practical activity scenario 2

- the student will select relevant equipment to demonstrate a play and distraction technique
- the student will undertake a 10 minute play session with the child, for example, a puppet play activity in which one of the puppets is the child
- the student will demonstrate how they have got the child involved in the activity, for example, by letting them be the puppet that is the child and allowing them to discuss their concerns through the puppet
- the student will demonstrate relevant communication skills with the child using age appropriate communication with the child
- the student will demonstrate how they have used play/distraction techniques to enhance the understanding from the child of what is happening and alleviate any concerns the child has, for example, by asking the child questions to show their understanding and using appropriate communication skills to reassure the child
- the student will record the session narrative on the play session notes, including details of the play activity and the outcome of the play session
- the student will highlight any potential safeguarding concerns that can be identified from the session narrative

Accept other appropriate actions.

Practical activity scenario 3

- the student will demonstrate relevant communication skills with the parent and child, discussing the 24 hour diet recall form which has been completed and to gain more information about the child's diet
- the students will use open ended questions to gain more information from the child about their parent
- the student will respond appropriately to any questions asked by the child/parent, for example, the child could ask why they have to drink more water
- the student will record findings from discussion and use to support them to complete the nutritional plan template
- the student will discuss with the child and parents about healthy eating using the Eatwell Plate
- the student will demonstrate that they have worked collaboratively with the child and parent on the 1 week nutrition plan, for example, discussing what the child does or does not like
- the student will provide appropriate recommendations to the child and parent about what needs to be included in the child's diet
- the student will complete the nutritional plan template based on the discussion with the child and parent and using the Eatwell Plate as guidance

Accept other appropriate actions.

Practical activity scenario 4

- the student will facilitate a discussion which supports the parent to meet the needs of the young person, including promoting the importance of family-centred care
- the student will promote health promotion activities which will help minimise the risks of more frequent asthma attacks
- the student will demonstrate how to accurately record results in the peak flow diary
- the student will demonstrate the use of a peak flow and how to use the chart in the guidance to monitor episodes of asthma (www.asthma.org.uk/globalassets/health-advice/resources/adults/your-peak-flow-diary.pdf)
- the student will suggest ways to manage the young person's triggers, the following list is not exhaustive and can include other appropriate suggestions:
 - keeping the house cool
 - the possibility of using a dehumidifier
 - changing bedding regularly and washing at high temperatures
 - hoovering mattresses and soft furnishings regularly
 - do not allow pets on the bed
 - avoid going outdoors on days with high pollen counts and checking the weather reports for this
 - use your prescribed medications before going outdoors and keep your asthma reliever with you

- shower (or wash your face and hands thoroughly) when you come home
- warming up properly before exercising
- wearing a scarf in colder weather

Accept other appropriate actions.

SAMPLE

Performance outcome grid

Practical Activity Scenario	O-PO1	O-PO2	O-PO3	Total
1	14	2		16
2	1	15		16
3	8	8		16
4	1	3	12	16
Underpinning	6	5	1	12
Total	30	33	13	76
% weighting	39.5	43.5	17	100%

Document information

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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	OS review Feb 23		February 2023
v1.3	Sample added as a watermark.	November 2023	22 November 2023