T-LEVELS | Institute for Apprenticeships & Technical Education

T Level Technical Qualification in Healthcare Science

Employer set project (ESP)

Assisting with Healthcare Science

Mark scheme

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v1.1: Specimen assessment materials
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NCFE

T Level Technical Qualification in Healthcare Science
Employer set project (ESP)

Core skills

Mark scheme

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Marking guidelines

Levels of performance marking grids have been designed to award a student's response holistically, drawing on the evidence the student produces in the tasks, and should follow a best-fit approach.

Marking will be carried out by NCFE examiners and will take place once all tasks are complete, and the marker has access to all the student's evidence for each of the tasks.

Table 1 shows which of the tasks (pieces of evidence) will be used as the basis of judgement for each of the assessment objectives (AOs). Markers should review each of these pieces of evidence, using the indicative content to support an understanding of what they are expecting to make their judgement on, before placing the student in one of the bands.

The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

When determining a band, you should use a best-fit approach. A judgement should be made on the overall quality of the student's evidence, and should reward students positively, rather than focussing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage and use the available marks within the band to credit the response appropriately.

When determining a mark within the band, 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 AOs, 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. As a rule of thumb, allocation to the highest mark within a 3 mark band should be evidence that may meet the criteria convincingly. For 2 marks out of a total of 3, evidence may meet the criteria adequately and for the lowest mark, the evidence may just be meeting the criteria. This is guidance and any approach will be confirmed in standardisation.

You are reminded that the indicative content provided under the marking grid is there as a guide, not an exhaustive list. It is not a requirement that students cover all of the indicative content to gain higher band marks. This is also guidance, and any amendments will be confirmed in standardisation.

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Table 1: marks by task

	AO1	AO2	AO3	AO4	AO5	TOTAL
Task 1						
Research/literature review		15	5			20
English, mathematics and digital (EMD)				4		4
Task 2						
Quality improvement report	6	14				20
EMD				9		9
Task 3						
3(b) Quality improvement report v2* *task 3(a) is not marked		2	2		5	9
Task 4						
4(b) Discussion with tutor* *task 4(a) is not marked		11			5	16
EMD				2		2
Task 5						
Reflection		6	4		6	16
Total marks	**6**	**48**	**11**	**15**	**16**	**96**
% Weighting	**6.25%**	**50.00%**	**11.46%**	**15.63%**	**16.66%**	**100%**

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Marking bands

Mark bands	**Band 1**	**Band 2**	**Band 3**	**Band 4**	**Band 5**	**AO4** (English/mathematics/digital)
Task 1	1–4 marks	5–8 marks	912 marks	13–16 marks	17–20 marks	4
Task 2	1–4 marks	5–8 marks	9–12 marks	13–16 marks	17–20 marks	9
Task 3(b)	1–3 marks	4–6 marks	7–9 marks			
Task 4(b)	1–4 marks	5–8 marks	9–12 marks	13–16 marks		2
Task 5	1–4 marks	5–8 marks	9–12 marks	13–16 marks		

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Task 1: research/literature review

Using **only** the literature sources listed in the brief, you are required to carry out research on national guidelines for the safe handling and disposal of clinical waste and healthcare-associated infection (HAI) screening in a community setting. You should include examples of best practice and lessons learned from similar types of community health outreach activities.

The information gathered will help to establish a baseline of best practice for the operation of temporary health-check pop-up centres in the community.

The findings from your research should be presented in a written literature review, summarising the main points in individual sections.

The research requirements include:

- examples of temporary healthcare services which operate in community settings in England
- collation of information about current national guidelines, responsibilities, and best practice in relation to clinical waste management in community settings
- collation of information about current national guidelines, responsibilities, and best practice in relation to the control of HAI
- application of information gathered to establish potential hazards to health for staff and visitors to temporary mobile health clinics
- use of data or graphs obtained from your researched literature to illustrate key findings (for example, detection rates of infectious pathogens in community settings)
- drawing conclusions and summarising key themes arising from the literature and data analysis
- clear presentation of information in a written report summary

(20 marks)

plus 4 marks for English

(Total marks: 24)

Band	Mark	Descriptor
5	17–20	The written document: • demonstrates that the student has effectively investigated the problem using relevant literature and has applied a wide range of acquired knowledge of quality management requirements to structure a highly detailed and accurate written review (AO2, CS1.1, CS1.2, CS4.1) • shows evidence that the student has made excellent use of most available resources to access a very wide range of information to address the problem being investigated, including excellent use of data to illustrate key points (AO3) • shows evidence that the student has grouped most findings and data into key themes to draw highly relevant conclusions to address the problem being investigated, with effective referencing throughout (AO3, AO2, CS5.1, CS1.3)

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Band	Mark	Descriptor
4	13–16	The written document: • demonstrates that the student has investigated the problem to a good level, using relevant literature, and has applied acquired knowledge of quality management requirements to structure a detailed and accurate written review (AO2, CS1.1, CS1.2, CS4.1) • shows evidence that the student has made use of a good number of available resources to access a range of information to address the problem being investigated, including good use of data to illustrate key points (AO3) • shows evidence that the student has grouped findings and data into key themes to draw clear conclusions to address the problem being investigated, with effective referencing included most of the time (AO3, AO2, CS5.1, CS1.3)
3	9–12	The written document: • demonstrates that the student has partially investigated the problem to an acceptable level, using relevant literature, and has applied some knowledge of quality management requirements to structure a written review which is reasonably detailed and sometimes accurate, but contains some minor errors (AO2, CS1.1, CS1.2, CS4.1) • shows evidence that the student has made use of some available resources to access an adequate range of information to address the problem being investigated, including some attempt to use data to illustrate key points (AO3) • shows evidence that the student has drawn satisfactory conclusions based on research findings; the report content is structured reasonably effectively, with some reference to literature at times (AO3, AO2, CS5.1, CS1.3)
2	5–8	The written document: • demonstrates that the student has attempted a basic investigation of the problem using some available literature and has applied basic knowledge of quality management requirements to structure a partially detailed written review, which contains some errors (AO2, CS1.1, CS1.2, CS4.1) • shows evidence that the student has made basic use of few available resources to access a range of information to address the problem being investigated – there is partial use of supporting data but with some errors (AO3) • shows evidence that the student has attempted to draw conclusions based on research findings, but these are not always relevant or supported by the literature, and there is evidence of basic understanding of data (AO3, AO2, CS5.1, CS1.3)

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Band	Mark	Descriptor
1	1–4	The written document: • demonstrates that the student has investigated the problem to a limited level with basic use of available literature and has applied limited knowledge of quality management requirements to structure a written review, which includes basic detail and contains errors (AO2, CS1.1, CS1.2, CS4.1) • shows evidence that the student has made limited use of available resources to access relevant information; the review addresses the problem being investigated to a limited extent and contains simplistic information, with basic use of supporting data (AO3) • shows limited evidence that the student has drawn relevant conclusions based on research findings and includes limited reference to literature and a basic understanding of data (AO3, AO2, CS5.1, CS1.3)
	0	No credible evidence.

Indicative content

- examples of temporary healthcare service provision in the community such as:
  - COVID-19 vaccination centres
  - mobile breast screening clinics
  - shopping centre or sports hall health-check pop-ups
- the procedures used to manage clinical waste generated in community settings, for example:
  - explanation of materials which relate to waste streams (infectious, offensive, household, sharps, cytotoxic and medicines) and associated package colour identification
  - procedures for operation and storage of waste containers before collection which minimise risk to public and interference from animals or pests
  - secure use, storage and disposal of sharps containers
  - secure storage and disposal of fluid waste
  - cleaning and decontamination of waste storage areas and equipment
- requirement to notify local authority to establish appropriate collection arrangements:
  - use of community pharmacy to dispose of medicines
- healthcare-associated infection (HAI) hazards and the importance of an infection surveillance strategy for limiting staff and public infection risk within the mobile healthcare space, such as:
  - sources of HAI in a community setting
- HAI surveillance procedures:
  - standard and personal infection control precautions in a community setting
- HAI incident reporting procedures:
  - staff training/education and assessment of competency

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- use of case study examples to highlight good practice in similar settings
- use of data or graphs obtained from the literature research to illustrate key points
- demonstration of basic data interpretation skills which enable conclusions to be drawn

Task 1 AO4: English	
English (1–4 marks)	4 marks: The written review demonstrates excellent use of English throughout, and conveys meaning clearly, concisely, and coherently. There is evidence of excellent synthesis of information gleaned from sources which has been collated and summarised very effectively. 3 marks: The written review demonstrates good use of English in most parts of the review, conveying meaning clearly and coherently. There is evidence of evaluation of information gleaned from sources, which is summarised well. 2 marks: The written review demonstrates inconsistent use of English throughout. The work lacks conciseness, although overall, it conveys meaning coherently. Information has been summarised to an acceptable but basic level. 1 mark: The written review demonstrates simplistic use of English throughout. There may be some errors in comprehension of sources. There is limited evidence of ability to summarise findings.

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Task 2: quality improvement report

AOs 1, 2 and 4

You have been asked to create a quality improvement report which outlines actions required to ensure safe management of clinical waste. This should include decontamination strategies for the healthcare pop-ups being held in shopping centres.

Use the information given in the brief, the workflow/floor plan diagram, and the table of visitor numbers to complete your quality improvement report. The information you provide should be supported with relevant facts and figures from your literature review as well as your existing knowledge. You must explain how your quality improvement report will be implemented and supported by the healthcare team that will be working in the pop-up clinic. When writing your report, ensure that you:

- provide your answer using the pro-forma which has been provided
- reference the information gathered as part of your research in task 1, as well as the workflow and floor plan diagram provided in the brief
- use the information provided in the table to explain how visitors engage with the clinic in a typical day – you should use graphs and/or charts to show hourly trends in visitor participation
- provide a training plan and assessment of all staff working in the healthcare pop-up clinic
- consider a method for accurate and efficient communication of your findings to the healthcare team

(20 marks)

plus 4 marks for English, 2 marks for mathematics and 3 marks for digital

(Total marks: 29)

Band	Mark	Descriptor
5	17–20	The quality improvement report: • evidences an excellent level of preparation and planning, which has resulted in a sound understanding of most steps that could be taken to minimise the risks associated with the disposal of specific types of clinical waste (AO1) • is highly detailed and covers a wide range of elements of a quality improvement report, and effectively presents conclusions to meet required quality improvements, with excellent reference to supporting information throughout (AO2, CS4.2, CS5.2, CS2.1) • describes all, or almost all, of the required improvements to a high level of detail and convincingly addresses how these will be implemented (AO2, CS5.2, CS2.1)

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Band	Mark	Descriptor
4	13–16	The quality improvement report: • evidences a very good level of preparation and planning, which has equipped the student with a good understanding of a range of steps that could be taken to minimise the risks associated with the collection and disposal of specific types of clinical waste (AO1) • is detailed and covers most areas of a quality improvement report, and describes several conclusions made to meet required quality improvements, with reference to supporting information most of the time (AO2, CS4.2, CS5.2, CS2.1) • describes most of the required improvements well and gives very good consideration to how these will be implemented, but may be missing some minor details (AO2, CS5.2, CS2.1)
3	9–12	The quality improvement report: • evidences a good level of preparation and planning, which has partially enabled the student to understand some of the steps that could be taken to minimise the risks associated with the collection and disposal of specific types of clinical waste (AO1) • is adequately detailed overall and describes a number of conclusions made but not always effectively – there is some reference to supporting information (AO2, CS4.2, CS5.2, CS2.1) • describes a reasonable number of the required improvements to a satisfactory level and gives some consideration to how these will be implemented, but some key improvements are missing (AO2, CS5.2, CS2.1)
2	5–8	The quality improvement report: • evidences a reasonable level of preparation and planning, which has resulted in a basic understanding of some of the steps that could be taken to minimise the risks associated with the collection and disposal of specific types of clinical waste (AO1) • has been completed with basic detail in most elements; however, there is limited description throughout and limited use of available supporting information (AO2, CS4.2, CS5.2, CS2.1) • describes a limited number of the required improvements to a basic level, with limited consideration of how these will be implemented – several key improvements are missing (AO2, CS5.2, CS2.1)

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Band	Mark	Descriptor
1	1-4	The quality improvement report: • demonstrates limited evidence of effective preparation and planning, and a limited understanding of preventative steps to reduce the risks associated with the collection and disposal of clinical waste (AO1) • includes limited detail which may not be relevant to the task, with limited description of conclusions drawn, and takes little / no account of available supporting information (AO2, CS4.2, CS5.2, CS2.1) • demonstrates a limited attempt to describe required improvements to meet the requirements of the task and explain how these will be implemented (AO2, CS5.2, CS2.1)
	0	No credible evidence.

Indicative content

The student should:

- describe health risks which might arise within the mobile health-check pop-up which could stem from:
  - ineffective management of clinical waste
  - poor application of handwashing procedures
  - incorrect use of personal protective clothing and equipment
  - uncontrolled movement of people through the premises
  - ineffective HAI surveillance and reporting procedures
  - environmental factors such as air flow and crowding around the pop-up stand

The student should consider:

- steps required to minimise health risks associated with the specific types of clinical waste to be collected and its transport to a suitable disposal facility
- steps required to minimise risk of HAI through contact with airborne and surface pathogens
- the development of standard operating procedures (SOPs) for all staff to follow to ensure consistency and adherence to clinical waste, infection control and infection surveillance procedures
- the development of risk assessment procedures for staff operating within the mobile health-check pop-up clinic
- a training plan and assessment for staff operating within the mobile health-check pop-up clinic
- a communication strategy to inform everyone of changes to practice
- procedure for reviewing staff awareness of incident management and reporting policies
- an audit of procedure

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AO4: English, mathematics and digital skills	
English (1–4 marks)	4 marks: The quality improvement report demonstrates excellent use of English throughout and conveys meaning clearly, concisely, and coherently. The report is well informed by consistent application of information gleaned through research which has been collated and summarised very effectively. 3 marks: The quality improvement report demonstrates good use of English in most parts of the report and conveys meaning clearly and coherently. There is evidence of applying information gleaned through research which is summarised well and used effectively to support recommendations made in the report. 2 marks: The quality improvement report demonstrates inconsistent use of English throughout. The work lacks conciseness, although overall, it conveys meaning coherently. Information has been summarised to an acceptable but basic level. There is an attempt to draw conclusions and make inferences based on findings to support recommendations made in the report. 1 mark: The quality improvement report demonstrates simplistic use of English throughout. There may be some errors in comprehension of research findings used to inform the report. There is limited evidence of ability to summarise information required to support recommendations made in the report.
Maths (1–2 marks)	2 marks: The quality improvement report demonstrates excellent use of maths with few and minor errors when interpreting data. The student takes all available opportunities to use relevant data to support and inform recommended actions. Numerical information is communicated very clearly and with a high level of accuracy. 1 mark: The quality improvement report demonstrates adequate use of maths but there are some basic errors when interpreting data. The student uses data to support and inform some recommended actions, but not consistently. Numerical information is communicated with reasonable clarity and accuracy, but at times may require clarity.

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AO4: English, mathematics and digital skills	
Digital skills (1–3 marks)	3 marks: The quality improvement report demonstrates consistently effective and creative use of digital technology and media to present information and assessment evidence clearly and concisely, so it is both easily understood and persuasive. The student uses digital skills very effectively to analyse and present data accurately in a range of appropriate digital formats. 2 marks: The quality improvement report demonstrates an overall effective use of digital technology and media, presenting the information and assessment evidence clearly and accurately. The student demonstrates good use of digital skills when analysing and presenting data, and the ability to use some appropriate digital formats with occasional minor errors. 1 mark: The quality improvement report demonstrates use of digital technology and media, sometimes presenting the information and assessment evidence clearly but at times the information lacks clarity or is inaccurate or misleading. The student demonstrates simplistic use of digital skills when analysing and presenting data, using a narrow range of digital formats with frequent errors.

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Task 3(b): using peer feedback to update your quality improvement report*

**Tasks 3(a)(i) (preparing for peer discussion) and 3(a)(ii) (exchanging feedback during peer discussion) are not marked. Marking must be solely based on the student's updated report and the student's justifications for changes made, and not made following the peer discussion.*

3(b) Use your feedback from your peer discussion form and reflect on the feedback that you have received. Use this feedback to write a summary of how you will update your quality improvement report, referencing the feedback received during the peer discussion. Your tutor will provide you with a copy of your submitted report from task 2.

You must justify the feedback that you decided to act on, as well as the feedback that you decided not to use.

(9 marks)
(Total marks: 9)

Band	Mark	Descriptor
3	7–9	The student demonstrates: • they are willing and open to constructively consider and effectively evaluate all feedback in relation to the report (AO3, CS2.1, CS2.2) • a deep level of critical reflection of their work in relation to the feedback they have received, to evaluate good and bad elements, and conclude on what can be improved, acknowledging their own limitations where appropriate (AO2, CS2.1, CS2.2, CS3.2, CS6.2, CS6.3) • they can make rational and well understood amendments to their report and are able to clearly communicate the justification for the changes they wish to use and any they do not wish to use (AO5, CS3.2)
2	4–6	The student demonstrates: • they are prepared to effectively evaluate most of the feedback in relation to the report (AO3, CS2.1, CS2.2) • some effective critical reflection of their work in relation to the feedback they have received, and uses this to identify some good and bad elements and areas for improvement (AO2, CS2.1, CS2.2, CS3.2, CS6.2, CS6.3) • the ability to make some improvements to their report that they are able to justify, including giving some rationale for any suggestions from peers that they decide not to use (AO5, CS3.2)

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Band	Mark	Descriptor
1	1–3	The student demonstrates: • a limited evaluation of the received feedback, and basic understanding of the thinking behind the suggestions made (AO3, CS2.1, CS2.2) • a limited ability to reflect on the suggestions made and to take on board feedback to identify good and bad elements or areas for improvement (AO2, CS2.1, CS2.2, CS3.2, CS6.2, CS6.3) • a limited ability to make use of constructive feedback to inform changes to their report, resulting in few or poor amendments to the report (AO5, CS3.2)
	0	No credible evidence.

Indicative content

The evidence should demonstrate:

- an effective review and reflection of the feedback received from peers in relation to the quality improvement report
- the student is able to rationalise which changes they will implement and justify their amendments

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Task 4(b): presenting and discussing your quality improvement report

**Task 4(a) (preparing to present your quality improvement report) is not marked. Marking must be solely based on the student's performance in task 4(b).*

You must present to your tutor the overview of your report prepared in task 4(a). The discussion will then begin with your tutor who will ask you some questions based on the information you have presented.

As part of task 4(b), you will also be assessed on your communication skills. Your tutor will record the audio from this discussion.

(16 marks)
plus 2 marks for digital skills
(Total marks: 18)

Band	Mark	Descriptor
4	13–16	The student is able to: • clearly demonstrate their excellent knowledge and understanding of the project outcome drawn from national guidelines and areas of good practice, via verbal presentation and in-depth discussion with the tutor (AO5, AO2, CS1.3, CS2.2, CS5.2) • effectively demonstrate thorough understanding of the justification for all changes made following peer feedback and why they are required to ensure quality of care (AO2, CS1.3) • confidently provide theoretically sound responses to questions from the tutor which demonstrate excellent understanding of quality management requirements (AO2, CS2.2)
3	9–12	The student is able to: • demonstrate their comprehensive knowledge and understanding of the project outcome drawn from national guidelines and areas of good practice, via verbal presentation and good discussion with the tutor (AO5, AO2, CS1.3, CS2.2, CS5.2) • effectively demonstrate understanding of the justification for most changes made following peer feedback and why they are required to ensure quality of care (AO2, CS1.3) • mostly provide theoretically sound responses to questions from the tutor, but not extensive in detail, which demonstrates good understanding of quality management requirements (AO2, CS2.2)

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Band	Mark	Descriptor
2	5–8	The student is able to: • demonstrate a reasonable level of knowledge and understanding of the project outcome drawn from national guidelines and areas of good practice, via verbal presentation and some discussion with the tutor (AO5, AO2, CS1.3, CS2.2, CS5.2) • demonstrate reasonable understanding of the justification for some changes made following peer feedback and partial understanding of why they are required to ensure quality of care (AO2, CS1.3) • attempt to answer questions from the tutor and provide some correct answers but with limited detail, which demonstrates a reasonable understanding of quality management requirements (AO2, CS2.2)
1	1–4	The student is able to: • demonstrate a limited level of knowledge and understanding of the project outcome drawn from national guidelines and areas of good practice, via verbal presentation and limited discussion with the tutor (AO5, AO2, CS1.3, CS2.2, CS5.2) • demonstrate limited understanding of the justification for some changes made following peer feedback and limited understanding of why they are required to ensure quality of care (AO2, CS1.3) • make a limited attempt to answer questions from the tutor; however, answers may sometimes be incorrect, and they are only able to demonstrate limited understanding of quality management requirements (AO2, CS2.2)
	0	No credible evidence.

Indicative content

The evidence should demonstrate:

- the student has the ability to communicate a summary of their quality improvement report which is logically structured and clearly communicated
- that the student explains the content of the quality improvement report based on the information from the research and brief
- that the student should be able to discuss and justify amendments made to the report following task 3

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AO4: digital skills	
Digital skills (1–2 marks)	2 marks: Summary and presentation demonstrate mostly effective use of digital technology, sometimes presenting the information clearly so it can be accessed by the intended audience in the context of the healthcare setting. Data and information have been processed and conveyed well and accessed in a safe manner. 1 mark: Summary and presentation demonstrate use of digital technology that is sometimes effective but causes the intended audience in the context of the healthcare setting to have some difficulty in accessing the information presented. Data and information have been processed and analysed in an acceptable manner. It is clear to the audience that the use of digital skills is a weakness and could be strengthened to enhance accessibility and presentation.

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Task 5: reflective account

You must now complete a written reflective account of your experience completing the project. You should reflect on all elements (tasks) involved and you will need to communicate how you have achieved the expected outcomes.

In your reflective account, you will need to provide evidence of your evaluation of your performance when completing the tasks. Explain how your reflections will enhance your professional development and self-awareness.

You should also reflect on how the implementation of the pop-up clinic would impact others (for example, the patient, in a real world clinical scenario), including how your recommendations will bring about improvements to the quality of care to patients.

(16 marks)
(Total marks: 16)

Band	Mark	Descriptor
4	13–16	The reflective account includes: • an excellent level of deep reflection on each element of the project, which includes consistent evidence of critical evaluation and conceptualisation of the tasks being reflected on (AO2, CS6.1, CS6.2) • use of an effective model for reflective writing throughout to produce a consistently well-structured account with appropriate language, tense, and depth of analysis (AO3, AO2, CS6.1) • detailed personal review of performance, which includes an account of the individual's own identified strengths and weaknesses, which have clearly been informed by reflection (AO2, CS6.3) • key actions clearly identified for future personal development, and an excellent explanation of how these will enhance the individual's own practice (AO2, CS6.3) • detailed consideration of the impact the event would have on others, demonstrating excellent and well thought through suggestions for improvements to the quality of care (AO5)
3	9–12	The reflective account includes: • a good level of deep reflection on most elements of the project with some evidence of evaluation and conceptualisation of the tasks being reflected on (AO2, CS6.1, CS6.2) • good overall structure with partial use of a model for reflective writing, including appropriate language, tense, and depth of analysis (AO3, AO2, CS6.1) • a detailed account of personal performance outlining some of the individual's own identified strengths and weaknesses, which have been informed by reflection (AO2, CS6.3) • good identification of a range of key actions for future personal development, with some understanding of how these will enhance the individual's own practice (AO2) • good consideration of the impact the event would have on others, demonstrating good suggestions for improvements to the quality of care (AO5)

SAMPLE

Band	Mark	Descriptor
2	5–8	The reflective account includes: • a satisfactory level of reflection on some elements of the project, but more descriptive in style than reflective (AO2, CS6.1, CS6.2) • reasonably effective structure with attempts to use a model for reflective writing, with reasonably appropriate language, tense, and some evidence of analysis (AO3, AO2, CS6.1) • a satisfactory review of own performance outlining some strengths and weakness (AO2, CS6.3) • identification of some actions for future personal development but these are not always sufficiently detailed, with partial awareness of impact on own practice (AO2) • consideration of the impact the event would have on others, demonstrating that some degree of thought has been given to suggestions for improvements to the quality of care (AO5)
1	1–4	The reflective account includes: • a limited level of reflection or reflection only on some elements of the project, which is heavily descriptive rather than reflective, with little or no evidence of analysis (AO2, CS6.1, CS6.2) • limited use of a model for reflective writing and limited use of appropriate language and tense (AO3, AO2, CS6.1) • minimal review of own performance with a strength or weakness identified (AO2, CS6.3) • some acknowledgements of future personal development needs, with minimal awareness of impact on own practice (AO2) • limited consideration of the impact the event would have on others, with limited thought given to suggestions for improvements to the quality of care (AO5)
	0	No credible evidence.

Indicative content

The student should:

- follow a published method of reflection (for example, Gibbs or Kolb) and not be overly descriptive in content
- include an account of the effectiveness of their own communication skills and quality of their own contribution within peer discussion and tutor discussion
- reflect on the extent to which feedback informed changes to their report and how giving and receiving feedback made them feel
- review how effective they have been in completing all the tasks, commenting on the quality of their report in addressing the problem
- identify any areas of weakness and describe desired improvements to their own knowledge, planning skills, and collaborative working for future practice

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Document information

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Additional sample materials		September 2022
v1.1	Sample added as a watermark	November 2023	17 November 2023

SAMPLE