



# T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

## Supporting the Adult Nursing Team

Assignment 1 – Case study

Mark scheme

v1.1: Additional sample material  
20 November 2023  
603/7066/X

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

# Supporting the Adult Nursing Team

## Mark scheme

Assignment 1

Case study

## Contents

|   |           |
|---|-----------|
| <b>About this document</b> .....  | <b>3</b>  |
| <b>Marking guidelines</b> .....   | <b>4</b>  |
| General guidelines .....  | 4         |
| Guidelines for using extended response marking grids .....                      | 4         |
| <b>Scenario</b> .....   | <b>5</b>  |
| <b>Mark scheme</b> .....  | <b>6</b>  |
| Task 1: assessment of the patient/situation .....                               | 6         |
| <b>Task 2: goals/patient outcomes/planned outcomes</b> .....                    | <b>10</b> |
| <b>Task 3: care/treatment/support plan</b> .....                                | <b>13</b> |
| <b>Task 4: evaluation/monitoring effectiveness/clinical effectiveness</b> ..... | <b>16</b> |
| <b>Performance outcome (PO) grid</b> .....                                      | <b>19</b> |
| <b>Document information</b> .....   | <b>20</b> |
| Change History Record .....   | 20        |

## 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 the same way as you mark the last.

The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.

Reward students positively giving credit for what they have shown, rather than what they might have omitted.

Utilise the whole mark range and always award full marks when the response merits them.

Be prepared to award 0 marks if the student's response has no creditworthy material.

Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.

The marks awarded for each response should be clearly and legibly recorded.

If you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner.

The indicative content is non-exhaustive and should be used as an illustrative guide and not used as an exemplar or a checklist.

## 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 focusing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the assessment objectives, so as not to over/under credit a response. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement either, that students must cover all of the indicative content to be awarded full marks.

## Scenario

You are working as a healthcare assistant supporting the adult nursing team in the emergency department of a city hospital.

Sam is a 58-year-old woman and has fallen whilst on a bike ride in the local area. The fall was witnessed by Sam's husband, Jeremy, who states she fell to her left side and hit her head on concrete. Sam was brought in by the ambulance service who noted she seemed dazed and confused after the incident.

During Sam's admission, the multidisciplinary team assess her injuries and are concerned about her head injury and her left knee. You are working alongside the nurse caring for Sam.

The case study you have been provided with includes several documents:

- item A: physiological measurements on hospital admission
- item B: scripted conversation between Sam and the doctor completing her admission assessment
- item C: patient notes handed over by the ambulance team
- item D: NEWS 2 chart

## Mark scheme

### Task 1: assessment of the patient/situation

#### Scenario

You are assisting the nursing team in the emergency department at the time of Sam's admission. You support Sam's transfer to one of the beds in the department and listen to the ambulance crew's handover of information in relation to Sam's health.

Their main concerns are:

- Sam seems confused and struggles to understand what has happened
- Sam is complaining of pain in her left knee

After the handover the nurse takes Sam's physiological measurements (item A)

#### Task

Using the information in the scenario, Sam's physiological measurements on hospital admission (item A), the conversation between Sam and the doctor (item B), and the patient's notes handed over by the ambulance team (item C):

- compare Sam's physiological measurements from ambulance admission (item C) to hospital admission (item A) and explain any changes to the physiological measurements and any areas of concern
- complete the NEWS 2 chart (item D) with the physiological measurement on admission to hospital (item A) and from the results, explain how Sam should be monitored
- explain the clinical skills needed to appropriately assess Sam's condition and justify the importance of these clinical skills

(20 marks)

| Band | Mark  | Descriptor   |
|------|-------|--|
| 4    | 16–20 | <p>An excellent, well developed and highly coherent response overall that is demonstrably focused on the key demands of the question.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates an excellent, detailed, and balanced explanation of changes to the patient’s physiological measurements</li> <li>• includes a fully accurate and excellent explanation of areas of concern</li> <li>• demonstrates excellent and fully accurate recording of the patient’s physiological measurements</li> <li>• includes a fully accurate and excellent explanation of how the patient should be monitored</li> <li>• Demonstrates an excellent understanding of the clinical skills needed to appropriately assess the patient’s condition</li> <li>• includes a fully accurate and excellent justification with excellent understanding of the importance of the clinical skills</li> </ul> |
| 3    | 11–15 | <p>A good, coherent response overall that is focused on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates a mostly accurate explanation of changes to the patient’s physiological measurements</li> <li>• includes a good and mostly accurate explanation of areas of concern</li> <li>• demonstrates a mostly accurate recording of the patient’s physiological measurements</li> <li>• includes a good and mostly accurate explanation of how the patient should be monitored.</li> <li>• demonstrates a good understanding of the clinical skills needed to appropriately assess the patient’s condition</li> <li>• includes a mostly accurate justification with good understanding of the importance of the clinical skills</li> </ul>   |

| Band | Mark | Descriptor  |
|------|------|---|
| 2    | 6–10 | <p>An adequate response overall that is focused on some of the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates a satisfactory explanation of changes to the patient’s physiological measurements</li> <li>• includes a satisfactory explanation of areas of concern</li> <li>• demonstrates a satisfactory recording of the patient’s physiological measurements</li> <li>• includes a satisfactory explanation of how the patient should be monitored</li> <li>• demonstrates a satisfactory understanding of the clinical skills needed to appropriately assess the patient’s condition</li> <li>• includes a satisfactory justification with moderate understanding of the importance of the clinical skills</li> </ul> |
| 1    | 1–5  | <p>A basic response overall with little focus on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates a basic explanation of changes to the patient’s physiological measurements</li> <li>• includes a basic explanation of areas of concern</li> <li>• demonstrates an acceptable recording of the patient’s physiological measurements</li> <li>• includes a basic explanation of how the patient should be monitored.</li> <li>• demonstrates a basic understanding of the clinical skills needed to appropriately assess the patient’s condition.</li> <li>• includes a basic justification with limited understanding of the importance of the clinical skills</li> </ul>  |
|      | 0    | No creditworthy material.   |



## Indicative content

The student should:

- explain changes in blood pressure and heart rate from ambulance admission to hospital admission
- explain cause for concern is consciousness level as confusion, which has remained

The student should complete the NEWS 2 chart accurately with the correct score and explain how the patient should be monitored correctly based on the results

The student should explain and justify the importance of appropriate clinical skills needed to assess the patient; these could include:

- taking physiological measurements using the correct equipment and procedure
- correct wound assessment of the head injury
- monitoring fluid intake/output
- appropriate collection of specimens
- appropriate pain management
- appropriate and accurate recording and reporting
- monitoring any deterioration in the patient's condition; cognition, pain levels, physiological measurements
- assessment of the physical function of the leg using appropriate moving and handling techniques

Accept other appropriate responses.

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

### Scenario

During a discussion between the nurse and doctor you are working with, the doctor advises that after investigation there is a possibility of concussion. The nurse and the doctor discuss Sam's plan of care and highlight the need for a venous blood test and an X-ray on her left knee with you.

### Task

Using information from the conversation between Sam and the doctor (item B) and the notes handed over by the ambulance crew (item C), give reasons why a venous blood test and an X-ray are required for Sam and how this will inform the planned outcomes.

(20 marks)

| Band | Mark  | Descriptor   |
|------|-------|--|
| 4    | 16–20 | <p>An excellent, well developed and highly coherent response overall that is demonstrably focused on the key demands of the question.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"><li>• demonstrates excellent, detailed, and balanced analysis of the conversation between the doctor and the patient and the patient notes</li><li>• demonstrates an excellent, detailed, and balanced justification for the reasons why a venous blood sample is needed for the patient's care under the circumstances given in the scenario</li><li>• demonstrates an excellent, detailed, and balanced justification for the reasons why an X-ray is needed for the patient's care under the circumstances given in the scenario</li><li>• includes excellent understanding of how the procedures will inform and initiate care in relation to diagnosis and review of care</li></ul> |

| Band | Mark  | Descriptor   |
|------|-------|--|
| 3    | 11–15 | <p>A good, coherent response overall that is focused on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates accurate analysis of the conversation between the doctor and the patient and the patient notes</li> <li>• demonstrates an accurate justification for the reasons why a venous blood sample is needed for the patient’s care under the circumstances given in the scenario</li> <li>• demonstrates an accurate justification for the reasons why an X-ray is needed for the patient’s care under the circumstances given in the scenario</li> <li>• includes good understanding how the procedures will inform and initiate care in relation to diagnosis and review of care</li> </ul>                        |
| 2    | 6–10  | <p>An adequate response overall that is focused on some of the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates a satisfactory analysis of the conversation between the doctor and the patient and the patient notes</li> <li>• demonstrates a satisfactory justification for the reasons why a venous blood sample is needed for the patient’s care under the circumstances given in the scenario</li> <li>• demonstrates a satisfactory justification for the reasons why an X-ray is needed for the patient’s care under the circumstances given in the scenario</li> <li>• includes satisfactory understanding how the procedures will inform and initiate care in relation to diagnosis and review of care</li> </ul> |
| 1    | 1–5   | <p>A basic response overall with little focus on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates a limited analysis of the conversation between the doctor and the patient and the patient notes</li> <li>• demonstrates a limited justification for the reasons why a venous blood sample is needed for the patient’s care under the circumstances given in the scenario</li> <li>• demonstrates a limited justification for the reasons why an X-ray is needed for the patient’s care under the circumstances given in the scenario</li> <li>• includes limited understanding how the procedures will inform and initiate care in relation to diagnosis and review of care</li> </ul>                               |

| Band | Mark | Descriptor                |
|------|------|---------------------------|
|      | 0    | No creditworthy material. |

### Indicative content

The student should give reasons for taking and testing venous blood and undertaking an X-ray of the knee, examples could include:

- monitoring condition
- using results for further investigation
- clarification of diagnosis
- reviewing treatment plans

The student should explain that this will inform planned outcomes, examples could include:

- support in diagnosis of concussion
- confirm the injury to knee
- support with appropriate treatment/care provided to aid in recover

Accept other appropriate responses.

## Task 3: care/treatment/support plan

### Scenario

Sam now has a confirmed diagnosis of concussion and a severe knee sprain. Sam is going to be transferred to a ward to be admitted for observation.

She is complaining of feeling nauseous and has expressed that her knee is still very painful.

### Task

Discuss the clinical and therapeutic tasks that the doctor and nurse may undertake as a part of Sam's care and treatment.

Explain your own duties and responsibilities as a healthcare assistant in the care and treatment of Sam.

(20 marks)

| Band | Mark  | Descriptor   |
|------|-------|--|
| 4    | 16–20 | <p>An excellent, well developed and highly coherent response overall that is demonstrably focused on the key demands of the question/support plan.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"><li>• demonstrates excellent, detailed, and balanced discussion of the role of registered professionals they work with.</li><li>• includes excellent and detailed discussion of the specific roles undertaken by the registered professionals in the scenario</li><li>• demonstrates excellent understanding of the specific clinical and therapeutic tasks undertaken by the registered professionals in the scenario</li><li>• demonstrates an excellent understanding of the tasks that are undertaken by doctors and nurses in their professional roles</li><li>• explanation of own role shows excellent and detailed understanding of their own scope of practice and recognising their limitations in relation to the tasks to be undertaken in the scenario</li></ul> |

| Band | Mark  | Descriptor  |
|------|-------|---|
| 3    | 11–15 | <p>A good, coherent response overall that is focused on the key demands of the question/support plan.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates accurate discussion of the role of registered professionals they work with.</li> <li>• includes a good discussion of the specific roles undertaken by the registered professionals in the scenario</li> <li>• demonstrates an accurate understanding of the specific clinical and therapeutic tasks undertaken by the registered professionals in the scenario</li> <li>• demonstrates a good understanding of the tasks that are undertaken by doctors and nurses in their professional roles</li> <li>• explanation of own role shows a good understanding of their own scope of practice and recognising their limitations in relation to the tasks to be undertaken in the scenario</li> </ul>                        |
| 2    | 6–10  | <p>An adequate response overall that is focused on some of the key demands of the question/support plan.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates a satisfactory discussion of the role of registered professionals they work with.</li> <li>• includes a satisfactory explanation of the specific roles undertaken by the registered professionals in the scenario</li> <li>• demonstrates moderate understanding of the specific clinical and therapeutic tasks undertaken by the registered professionals in the scenario</li> <li>• demonstrates a moderate understanding of the tasks that are undertaken by doctors and nurses in their professional roles</li> <li>• explanation of own role shows a moderate understanding of their own scope of practice and recognising their limitations in relation to the tasks to be undertaken in the scenario</li> </ul> |

|   |     |  |
|---|-----|--|
| 1 | 1–5 | <p>A basic response overall with little focus on the key demands of the question/support plan.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates a limited discussion of the role of registered professionals they work with.</li> <li>• includes a limited explanation of the specific roles undertaken by the registered professionals in the scenario</li> <li>• demonstrates limited understanding of the specific clinical and therapeutic tasks undertaken by the registered professionals in the scenario</li> <li>• demonstrates a basic understanding of the tasks that are undertaken by doctors and nurses in their professional roles</li> <li>• explanation of own role shows a basic understanding of their own scope of practice and recognising their limitations in relation to the tasks to be undertaken in the scenario</li> </ul> |
|   | 0   | No creditworthy material.  |

### Indicative content

The student should identify the other registered professionals that they will work with and the therapeutic roles they undertake, examples given for this are:

- nurse – gives out medication, enables rehabilitation, provides wound care, completes observations
- doctor – examining individuals, studying/taking their history, diagnosing their symptoms

Accept answers that discuss the importance of communicating with other professionals and documenting plans of care/diagnosis.

The student should demonstrate an understanding of their own duties and responsibilities, examples could include:

- taking and documenting observations
- following care plans appropriately (such as ensuring interventions required are carried out)
- complying with legislation and codes of practice (students can discuss this in reflection of their limitations and scope of practice)
- recognising expectations and limitations of their role
- seeking advice/instructions from health professionals and actioning it
- effectively communicating with the patient and members of the multidisciplinary team
- monitoring and maintaining the clinical environment and equipment.

Accept other appropriate responses.

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

### Scenario

Sam is now ready to be transferred to a ward for observation. Her last physiological observations that were taken were all in the normal range and she is now alert. She is able to stand and mobilise with the help of one person.

### Task

Using information from the scenario, previous tasks and items A, B, C and D, evaluate the importance of clinical interventions that have been included in the scenarios and that you have included from task 3, for the health and wellbeing of Sam.

(20 marks)

| Band | Mark  | Descriptor   |
|------|-------|--|
| 4    | 16–20 | <p>An excellent, well developed and highly coherent response overall that is demonstrably focused on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"><li>• presents an evaluation that reflects a comprehensive understanding of the importance of recording results from physiological measurements and demonstrates excellent knowledge to identify major factors that influence changes in physiological measurements with</li><li>• demonstrates an excellent knowledge of how, why, and what physiological measurements are used for in reflection of the case study</li><li>• demonstrates excellent understanding of relevant principles of assessing and managing pain for the patient in relation to the case study</li><li>• includes an accurate and appropriate evaluation that provides an excellent understanding of the information required to support the patient's health, comfort and wellbeing needs and confidently expresses how to meet these needs in their evaluation.</li><li>• provides a comprehensive evaluation with excellent understanding of how to report changes to the patient's condition and why it is important to do so</li></ul> |



| Band | Mark  | Descriptor   |
|------|-------|--|
| 3    | 11–15 | <p>A good, coherent response overall that is focused on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• presents an evaluation that reflects a good understanding of the importance of recording results from physiological measurements and demonstrates good knowledge to identify major factors that influence changes in physiological measurements with</li> <li>• demonstrates a good knowledge of how, why, and what physiological measurements are used for in reflection of the case study</li> <li>• demonstrates good understanding of relevant principles of assessing and managing pain for the patient in relation to the case study</li> <li>• includes an evaluation that provides a good understanding of the information required to support the patient’s health, comfort and wellbeing needs and expresses how to meet these needs in their evaluation.</li> <li>• provides an appropriate evaluation with good understanding of how to report changes to the patient's condition and why it is important to do so</li> </ul>                    |
| 2    | 6–10  | <p>An adequate response overall that is focused on some of the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• presents an evaluation that reflects a moderate understanding of the importance of recording results from physiological measurements and demonstrates satisfactory knowledge to identify major factors that influence changes in physiological measurements with</li> <li>• demonstrates a moderate knowledge of how, why, and what physiological measurements are used for in reflection of the case study</li> <li>• demonstrates moderate understanding of relevant principles of assessing and managing pain for the patient in relation to the case study</li> <li>• includes an evaluation that provides a moderate understanding of the information required to support the patient’s health, comfort and wellbeing needs and expresses how to meet these needs in their evaluation.</li> <li>• provides an evaluation with moderate understanding of how to report changes to the patient's condition and why it is important to do so</li> </ul> |

| Band | Mark | Descriptor   |
|------|------|--|
| 1    | 1–5  | <p>A basic response overall with little focus on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• presents an evaluation that reflects a limited understanding of the importance of recording results from physiological measurements and demonstrates satisfactory knowledge to identify major factors that influence changes in physiological measurements with</li> <li>• demonstrates a limited knowledge of how, why, and what physiological measurements are used for in reflection of the case study</li> <li>• demonstrates limited understanding of relevant principles of assessing and managing pain for the patient in relation to the case study</li> <li>• includes a limited evaluation that provides a basic understanding of the information required to support the patient’s health, comfort and wellbeing needs and expresses how to meet these needs in their evaluation.</li> <li>• provides an evaluation with limited understanding of how to report changes to the patient's condition and why it is important to do so</li> </ul> |
|      | 0    | No creditworthy material.  |

### Indicative content

The student should give examples of clinical intervention, examples could include:

- pain management (medication)
- taking physiological measurements/monitoring changes
- specific tests (X-ray)
- specimen collection and testing (venous blood)
- wound care

The student should include in their evaluation the importance of clinical interventions that have taken place, examples could include:

- decreased pain
- improved physical condition (physiological measurements now normal, able to stand and mobilise suggesting less pain to knee)
- improved cognition (less disorientated and confused)
- clinical interventions that have taken place support in the recovery of condition/injury for the patient

Accept other appropriate responses.

## Performance outcome (PO) grid

| Question           | C-PO1       | C- PO2    | C-PO3       | O-PO1     | O-PO2       | O-PO3       | Total     |
|--------------------|-------------|-----------|-------------|-----------|-------------|-------------|-----------|
| 1                  | 0           | 0         | 10          | 0         | 0           | 10          | 20        |
| 2                  | 10          | 0         | 0           | 0         | 10          | 0           | 20        |
| 3                  | 0           | 0         | 0           | 16        | 4           | 0           | 20        |
| 4                  | 0           | 12        | 0           | 4         | 4           | 0           | 20        |
| <b>Total</b>       | <b>10</b>   | <b>12</b> | <b>10</b>   | <b>20</b> | <b>18</b>   | <b>10</b>   | <b>80</b> |
| <b>% weighting</b> | <b>12.5</b> | <b>15</b> | <b>12.5</b> | <b>25</b> | <b>22.5</b> | <b>12.5</b> |           |

## Document information

Copyright in this document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 2023.

'T-LEVELS' is a registered trade mark of the Department for Education.

'T Level' is a registered trade mark of the Institute for Apprenticeships and Technical Education.

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education. NCFE is currently authorised by the Institute to develop and deliver the T Level Technical Qualification in Health.

'Institute for Apprenticeships & Technical Education' and logo are registered trade marks of the Institute for Apprenticeships and Technical Education.

Owner: Head of Assessment Design

## Change History Record

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