



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Adult Nursing Team

Assignment 3 - Professional discussion - Pass

Guide standard exemplification materials

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Guide standard exemplification materials

Supporting the Adult Nursing Team

Assignment 3

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Introduction

The material within this document relates to the Supporting the Adult Nursing Team occupational specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a pass or distinction grade.

The examiner commentary is provided to detail the judgements examiners will undertake when examining the student work. This is not intended to replace the information within the qualification specification and providers must refer to this for the content.

In assignment 3, the student must reflect on their own practice as a form of learning and continuing development. The student must answer questions and discuss their learning experiences in a professional manner.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

Theme 1: supporting overall care and wellbeing

Supporting overall care and wellbeing, specifically reflecting on learning or an experience of ensuring fluid intake and nutritional needs were met for an adult individual.

Question 1

Part A

Referring to your own experience, describe a situation or learning experience where you supported an adult individual to meet their fluid and nutritional needs in a way that was underpinned by a nutrition assessment.

Part B

Referring to your own experience, explain the actions needed to support this individual's overall care and wellbeing.

Question 2

Part A

Referring to your own experience, explain your role implementing current best practice and agreed ways of working when enabling an adult individual to meet their fluid and nutritional needs.

Part B

Reflect and analyse on ways your practice has developed as a result of this learning or experience.

Student evidence

Question 1

Part A

I was asked by a care assistant to help feed a lady who had a stroke to have her lunch. She needed a special diet because she has swallowing difficulties. The food and drink were in front of her, but I wasn't given much information about how best to help her and she has difficulty speaking so she couldn't tell me what she needed. I saw that she had special cutlery and tried to use this to help to feed her but I didn't realise that this was so she could feed herself. When the nurse came to give her medicines, she said that I needed to let the lady feed herself to become more independent. I had not seen her nutritional care plan and everyone looked so busy, I didn't have the confidence to ask about it until the nurse came by. She told me to read it as soon as possible but explained that the lady was on slightly thickened fluids and a soft and bite sized diet and that the drink in the cup was too thick and to go and change it. I asked her how to know what was correct for thickening fluids and she said the information was on the back of the tin. I then remade the drink and helped the lady to drink it for herself.

Part B

Now it seems obvious that the special cutlery was for her and not me and it reminded me to check what people mean if I am not sure. I felt very confused about how to thicken the fluids and didn't realise how difficult it can be to help someone to eat and drink. Now I think I should have asked to see the care plan and nutritional assessment before I started. I felt embarrassed that I didn't really know enough but now I realise why care plans are important because they have all the assessments in.

It was good that the lady got her dinner, but it was not so good that she was fed by me for a few minutes when she could have done it herself. I did make sure the lady did eat all of her meal and finished her drink and I learned how to record all of this on her food and fluid chart and put the information in the daily records. It was good that the nurse told me what I was doing wrong but it would have been better to have this information beforehand

Question 2

Part A

In the end, because the nurse told me what I was doing wrong she made sure that I followed the agreed ways of working. When I looked at the care plan, I saw that she has a MUST score and that she was at high risk of malnutrition because she had lost weight and that although she could feed herself, she got tired and would give up and my job was to help to encourage her and make sure she finished her meal. I didn't know any of this when I started. I realise how important it is to follow the care plan. Because I wrote in the records, I know others know how well she ate that day and that I followed what I was supposed to do.

Part B

I need to get more confident at asking more questions because if I asked to see the care plan, I would have known more about what this lady needed and could do for herself. I learned it was better to help people to be independent and how much people can do for themselves in the care plan.

I also had only practiced once at thickening fluids and I didn't realise if they sat around how thick they could get, and they go like jelly. I learned how to read a nursing care plan to follow the agreed ways of working and I learned that giving the correct diet and thickened fluids will help make sure someone with swallowing problems has enough food. Because I had to remake the drink, I learned what different levels of fluid look like. I need to

learn more about different diets.

Next time I will have more confidence to see the care plan and not feel like I am bothering anyone because I know it is important and that we are all learning. I will make sure that I know how much help the person needs and what they can do for themselves. I will make sure I know what assessments have been done.

Theme 2: working as part of a team

Working as part of a team to assist registered nurses/health professionals with routine clinical tasks, specifically reflecting on learning, or an experience of, undertaking a range of physiological measurement tasks for adults, using appropriate equipment.

Question 3

Part A

Describe your performance during a situation or learning experience where you worked as part of a team to assist health professionals to undertake a range of physiological measurements.

Part B

Explain how you responded to abnormal physiological measurements and why it is important to record all results.

Question 4

Part A

Referring to your own experience, assess how working, or failing to work, within the scope of your own role when undertaking a range of physiological measurements can impact on the duties and responsibilities of others.

Part B

Referring to your own experience and using physiological measurements to guide you, evaluate why feedback is essential for your own professional development and reflect upon how you have used this approach.

Student evidence

Question 3

Part A

When I was on placement, I was asked to take the vital signs and complete the NEWS2 chart for one of the service users. I got all of the equipment and wore the PPE I was supposed to. I was feeling quite worried because I did not want to get it wrong. I told the service user what I was supposed to be doing and they said it was OK. I think I did okay but I was very nervous because I found it difficult to hear the blood pressures when I practised in class. I did all the recordings, which included doing the pulse oximetry, respirations, and temperature and all of them were in the normal range on the NEWS2 chart and I was really pleased because I could hear the blood pressure quite clearly.

Part B

When the nurse checked my chart, she said the blood pressure was quite high and I should have told her even though it is not scoring on the NEWS2 chart. This made me feel a bit confused. She told me to check it again in 10 minutes and I did and it was normal which made me wonder if I got it wrong the first time and made me think I did not do it very well. It was important that I recorded the results correctly because she was able to see that the blood pressure was high as she was responsible and knew what to do when it was wrong. I realised that other factors might influence a measurement such as this when I realised the service user had been walking around before the measurement. I asked the nurse about this afterwards.

Question 4

Part A

Because I am still learning it is important that you work under the supervision of someone qualified. I was not confident doing the vital signs and what all the results mean, but I am glad I was able to practice, as this will help me get better and help the rest of the team.

I wished I had checked the blood pressure reading was okay, but I was so happy that I heard it, that I did not realise, but because I was working with someone and recorded everything it was up to them to check as well because if they hadn't it could have meant that I got the measurements wrong, and they could have had the wrong treatment and the qualified person would have been responsible and could have got into trouble.

Part B

I wish I had got more feedback on the other things that I did on the chart because it could have told me what I did that was correct and where it wasn't. Without feedback such as this, it's hard to know how you can improve or how you can approach things differently. Feedback can also help me to be more confident that I am doing my job properly and within guidance and expectations. Next time I will ask for more structured feedback, with specific information about what I did well and what I could do differently.

Theme 3: assisting with skin integrity assessment

Assisting with skin integrity assessment, specifically reflecting on learning or an experience of providing appropriate care associated with pressure ulcers for an adult individual.

Question 5

Part A

Describe a situation or learning experience to show how you carried out a skin integrity assessment.

Part B

Referring to your own experience, explain how the actions taken following a skin integrity assessment provide care that will reduce the risk of development or deterioration of a pressure ulcer.

Question 6

Part A

Referring to your own experience, explain how assessing other needs from the 12 activities of daily living could be applied to prevent pressure ulcers from developing or deteriorating.

Part B

Referring to your own experience, evaluate how comprehensive assessment of activities of daily living, or failure to do so, can have an impact on overall wellbeing.

Student evidence

Question 5

Part A

I have only carried out a skin integrity assessment on the manikin at college. We did a case study about a woman called Florence and we were told all about what her condition was including her body mass index and her MUST score. She had cancer and was a diabetic. We had to check her pressure areas in the classroom, and we had to remember to make sure the room was private and that we used PPE properly. I had to check all of the bony prominences and check my findings. I could see that she had a sore on her heel and I had to categorise the sore which was really difficult but decided it was grade 2. This was because we were allowed to check with a chart that was on the class wall. We then had to do a Waterlow assessment which was used to show if she was at risk of a pressure sore. On this we had to describe the condition of the skin - whether it was dry or discoloured and we had to record lots of other information and calculate the total score. This showed she was at high risk, which we knew because she had a sore already. We didn't have a care plan but we had to fill in a form to show what needed to be recorded in the care plan and say why.

Part B

We had to place a dressing on the wound on the heel which was difficult because the skin is not flat here. We also had to provide a special mattress and we had to make sure that a turning chart was completed. We had to look at the care plan and it said that we needed to plan her nutritional needs and make sure she had plenty of fluids and that this was recorded on her charts. We have to make sure all of our actions are recorded so that everyone in a team, if this was a real situation, would be aware of what was happening to stop this getting any worse.

Question 6

Part A

You need to think about other activities of daily living for skin integrity this could be:

- communicating because the person may not be able to tell you that they are feeling sore so that is why you need to check
- nutrition because they need to eat and drink properly to have healthy skin integrity
- mobilisation because if they cannot walk, they could end up sitting in one place for a long time and this means that the skin doesn't get enough oxygen and they can get pressure ulcers

It is important to keep the ADLs in the front of your mind when working with people in need because they can't or won't always tell you how they're feeling. I understand this from the practice work we did at college about Florence. She had some problems with pressure areas but we learned that these don't happen by themselves, there is a chain of events that lead to skin deterioration. Thinking about other ADLs can help us to prevent pressure sores because we will have a better understanding of her needs.

Part B

From working with the case study about Florence, I have a better understanding of how the ADLs work together to contribute to overall wellbeing. You might have really good nutrition and diet balance but this doesn't mean you are healthy if you have reduced independence, such as if you can't wash or dress yourself.

The 12 ADLs work together to make sure overall wellbeing is good. Working in care means looking after people's overall needs, which means understanding if they need support with their ADLs. In the case of Florence, the lack of an assessment meant her carers did not understand her needs or risks, which had a direct and detrimental effect on her overall wellbeing.

Examiner commentary

Theme 1

Question 1(a)

Student provides an overview when describing how they supported an adult with their fluid and nutritional requirements. The student provides an honest reflection of their experience.

The student demonstrates a lack of confidence when seeking guidance from senior colleagues which limits their skills and knowledge progression.

Student demonstrated some elements of patient-centred care, which would reasonably be expected to support good outcomes for patients.

The answer was pass level because it demonstrated basic, accurate knowledge with areas for advancement and improvement.

Question 1(b)

The student reflection on the experience is basic and only touches upon skills and knowledge that they have acquired and can carry forward.

The student shows some understanding on what could have been done better to support improvement of their skills and knowledge as they continue within this sector. They do refer to documentation to be used when recording information.

They show some understanding on reflection to improvement in areas of confidence and communication skills, identifying some gaps in skills and knowledge and asking for support from senior colleagues.

The answer was pass level because it demonstrated basic, accurate knowledge with areas for advancement and improvement.

Question 2(a)

Student needs to improve upon knowledge linked to the benefits of teamwork and waits to be informed when following incorrect procedure. The student does link the need to refer to every individual care plan after this has been identified by a colleague. Shows understanding of recording meals eaten and how this links to informing other members of the team. Student demonstrates and articulates why good standards of nutritional documentation can contribute to good patient outcomes.

The answer was pass level because it demonstrated basic, accurate knowledge with areas for advancement and improvement.

Question 2(b)

Student covers some ways to improve knowledge and skills and can identify some areas of improvement in their own skills set. The student clearly covers actions carried out incorrectly and how they addressed them, such as by explaining how their actions led to improved practice in line with national standards and how these will contribute to good patient outcomes.

The answer was pass level because it demonstrated basic, accurate knowledge with areas for advancement and improvement.

Theme 2

Question 3(a)

The student provides an overview of their roles and responsibilities when assisting their team. Student is honest with concerns in own skills set and identifies previous issues in the classroom environment which are yet to be improved upon to aid confidence. Student identifies correct chart to record all readings.

The answer was pass level because it demonstrated basic, accurate knowledge with areas for advancement and improvement. Standard procedures are accurate, which reflect a pass mark at this level of study.

Question 3(b)

Student lacks knowledge of when to refer individual readings to senior colleagues when a discrepancy is identified. Student is confused when asked to retake the BP reading which translates as not identifying an irregularity. The student does identify the need to record results accurately after the incident and can articulate how the improvement will contribute to patient care and professional practice. The answer was pass level because it demonstrated basic, accurate knowledge with areas for advancement and improvement in relation to complex processes, with a willingness to learn.

Question 4(a)

The student shows understanding of the importance of working under supervision. An overview of how working with someone qualified is produced but student still refers to the need of results being checked by this senior colleague and appears to use this to 'excuse' their earlier misreading of the BP. Reflection can clearly contribute to learning and development.

The answer was pass level because it demonstrated basic, accurate knowledge with areas for advancement and improvement with applied reflective practice.

Question 4(b)

The student identifies the need to receive feedback and how this can support when developing skills. A brief overview of how feedback can support their progression is given in the context of improved professional standards, adherence to best practice guidance and patient outcomes.

The answer was pass level because it demonstrated basic, accurate knowledge with areas for advancement and improvement.

Theme 3

Question 5(a)

The student recalls a classroom-based scenario when carrying out a skin integrity test. Student touches upon proper use of PPE but does not expand further (for example, what PPE was donned) and is aware of the requirements of privacy. The student refers to bony prominences but fails to identify the 'at risk' areas to be checked (for example, hips).

The student struggles to identify the grade of the sore but refers effectively to a chart on the classroom wall. Limited information is given about the condition of the skin, which would put the patient at risk of developing a pressure sore.

Information recorded based on the Waterlow assessment is not provided, the student does not identify what is recorded on the 'form' and methods of prevention/management measures.

The answer was pass level because it demonstrated basic, accurate knowledge with areas for advancement and improvement.

Question 5(b)

The student refers to placing a dressing on the 'wound' but does not offer any further explanation to its necessity. A 'special mattress' is mentioned but full additional information is offered as to why this mattress may be of benefit to the individual.

The student does identify a chart to be completed but not its significance. The student refers to using the individuals' care plan to identify the nutritional needs and fluid intake and mentions that this needs to be recorded but no benefit as to why this information is recorded.

The student does link the need to recording all actions to support the team and the individual's clinical progress.

The answer was pass level because it demonstrated basic, accurate knowledge with areas for advancement and improvement.

Question 6(a)

The student is required to draw upon their knowledge of the activities of daily living. They provide an overview of 3 activities, linking these to skin integrity.

The student demonstrates some knowledge of using ADLs when supporting those patients in need and does identify that they did gain understanding from scenario-based practice. The student touches upon their knowledge of the deterioration of the skin but does not expand on the events that can lead to this condition.

The answer was pass level because it demonstrated basic, accurate knowledge with areas for advancement and improvement.

Question 6(b)

The student identifies how an imbalance in the 12 ADLs can impact on 'overall wellbeing' and provides a basic example which they do not expand upon.

The student recognises the link between lack of assessment and the development of risks which can affect an individual's wellbeing.

The answer was pass level because it demonstrated basic, accurate knowledge with areas for advancement and improvement.

Overall grade descriptors

The performance outcomes form the basis of the overall grading descriptors for pass and distinction grades.

These grading descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications, the threshold competence requirements of the role and have been validated with employers within the sector to describe achievement appropriate to the role.

Grade	Demonstration of attainment
Pass	<p>A pass grade student can:</p> <ul style="list-style-type: none"> • communicate the relationship between person-centred care and health and safety requirements in healthcare delivery by: <ul style="list-style-type: none"> ○ demonstrating working in a person-centred way, taking relevant and sufficient precautions to protect the safety and physical and mental wellbeing of individuals ○ recognising and responding to relevant healthcare principles when implementing duty of care and candour, including demonstrating sufficient knowledge of safeguarding individuals and maintaining confidentiality ○ following standards, codes of conduct and health and safety requirements/legislation to maintain a sufficiently safe working environment ○ demonstrating use of an adequate range of techniques, equipment and resources safely to promote sufficient levels of cleanliness and decontamination required for satisfactory infection prevention and control • communicate knowledge of national and local structures, definitions of clinical interventions, the scope and limitations of their healthcare role within it, by: <ul style="list-style-type: none"> ○ adequately following current best practice and codes of conduct across relevant boundaries, relevant to assisting with scenario specific, clinical and therapeutic interventions ○ working adequately as part of a team to assist registered health professionals with delegated tasks and interventions, supporting individuals to meet their care and needs to a satisfactory standard, including maintaining individual's privacy and dignity and communicating effectively, contributing to handovers, seeking help, advice and information, and responding sufficiently to service users views to maintain effective provision of services ○ gathering sufficient evidence, contributing to, following and recording information in care plans/records relevant to tasks and interventions, structuring these sufficiently to allow understanding in line with local and national legislation and policies, preserving individuals' rights ○ maintaining a record of professional development with evidence of using feedback to develop knowledge, skills, values and behaviours consistent with sufficient ability to reflect on practice and thereby improve performance adequately • communicate sufficiently reliable levels of knowledge of the physiological states that are commonly measured by healthcare support workers including why, when and what equipment/techniques are used by: <ul style="list-style-type: none"> ○ working as part of a team to use relevant equipment effectively and safely, following correct

Grade	Demonstration of attainment
	<p>monitoring processes</p> <ul style="list-style-type: none"> ○ calculating scores, reporting any differentiation of normal and abnormal results to the relevant registered professional ○ applying knowledge of policy and good practice techniques when undertaking all physiological measurements, checking when uncertain and consistent with instructions and guidance
Distinction	<p>A distinction grade student can:</p> <ul style="list-style-type: none"> ● communicate adeptly the relationship between person-centred care and health and safety requirements in healthcare delivery by: <ul style="list-style-type: none"> ○ demonstrating flexible and constructive person-centred care, taking appropriate precautions reliably, making sound decisions to protect the safety and physical and mental wellbeing of individuals ○ alertness and responsiveness to relevant healthcare principles when implementing duty of care and candour, including the demonstration of exceptional sensitivity and accurate knowledge of safeguarding individuals and maintaining confidentiality ○ commitment to following all required standards, codes of conduct and health and safety requirements/legislation decisively to maintain a safe, healthy working environment ○ demonstrating proficient use of an extensive range of techniques to promote optimum levels of cleanliness and decontamination required for effective infection prevention and control ● communicate knowledge of national and local structures, definitions of clinical interventions, the scope and limitations of their healthcare role within it, by: <ul style="list-style-type: none"> ○ following current best practice and agreed ways of working highly relevant to assisting with scenario specific, care-related tasks consistently and reliably, whilst fully supporting individuals to meet their care and needs, including maintaining the individual's privacy and dignity to a high standard ○ working adequately as part of a team to assist registered health professionals with delegated tasks and interventions, supporting individuals to meet their care and needs to a satisfactory standard, including maintaining individual's privacy and dignity and communicating effectively, contributing to handovers, seeking help, advice and information, and responding sufficiently to service users views to maintain effective provision of services ○ gathering extensive evidence consistently, interpreting, contributing to, following and recording information in care plans/records highly relevant to tasks and interventions, structured accurately and legibly and in line with local and national policies, while preserving and promoting individuals' rights ○ maintaining a record of professional development to develop knowledge, skills, values and behaviours consistent with ability to reflect on practice enthusiastically, using the feedback to initiate new learning and personal practice development to improve performance with developing proficiency ● communicate exceptional levels of knowledge of the physiological states that are commonly measured by healthcare support workers including why, when and what equipment/techniques are

Grade	Demonstration of attainment
	<p>used by:</p> <ul style="list-style-type: none"><li data-bbox="300 398 1476 465">○ working as part of a team to use relevant equipment accurately, safely and consistently following correct monitoring processes<li data-bbox="300 488 1476 555">○ calculating scores, reporting any differentiation of normal and abnormal results adeptly, consistently and reliably to the relevant registered professional<li data-bbox="300 577 1476 678">○ applying knowledge of policy and good practice techniques proficiently when undertaking all physiological measurements, checking when uncertain, solving problems, and following instructions and guidance with energy and enthusiasm

Document information

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published final version.		June 2021
v1.1	NCFE rebrand		September 2021