

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting Healthcare

Assignment 2 – practical activities part 1

Provider Delivery Guide with Mark Scheme

v1.0: Pre-standardisation
P002730
24 March 2025 to 4 April 2025
603/7066/X

Supporting Healthcare

Provider Delivery Guide with Mark Scheme

Assignment 2 – practical activities part 1

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Past Paper

Introduction

This document must be used to deliver and mark the practical activity assessment for the summer 2025 series of Supporting Healthcare.

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

Past Paper

Summary of the practical activities assessment (PAA)

The practical activities assessment (PAA) aspect of the occupational specialism (OS) component requires students to demonstrate practical activities taken from the list of practical activities published by NCFE in September 2024. The list of practical activities is published in the Tutor Guidance document, which can be found on the NCFE website.

The PAA is externally set by NCFE.

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

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

The PAA is assessed against two mark grids:

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

Assessor instructions

- this assessment requires students to demonstrate the three practical activity scenarios detailed in this document
- the floor plans included are illustrative to suggest an appropriate layout for each scenario
- it is not a requirement to exactly replicate the floor plan and there may be resources and equipment not represented on the floor plan
- students should be given up to 5 minutes to carefully read through the scenario, including any supporting information, and familiarise themselves with the station; this is included in the total amount of time available for each practical activity scenario
- students will have a maximum amount of time to complete each practical activity scenario
- the time available is written clearly at the beginning of each practical activity scenario; if a student goes over this time, you must tell them to move on to the next station
- assessors should read the instructions and information on the Assignment Brief cover sheet to the student and confirm understanding before the practical activity assessment begins
- students should be made aware that some stations might take more time than others, meaning they may have a short wait before being allowed to progress to the next station and understand that this waiting time will still be under supervised conditions, as specified in the tutor guide and assessment regulation documents
- where providers are delivering the assessment with assessors remaining at each station, providers must ensure that there is a mechanism by which the students' assessment booklets can be kept securely between stations
- assessors will need to collect the students' completed Assignment Brief booklets at the end of the assessment
- students will need to complete and sign the External Assessment Cover Sheet to confirm the authenticity of their work and to confirm that they will uphold the confidentiality of the assessment

Assessor information

Materials

For this assessment students must have:

- a black or blue ball-point pen

Equipment and resources

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

Standardised patients and role play

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

SPs and role players (RPs) must be fully briefed on the requirements of their role in each of the scenarios, prior to the assessments taking place. Role-play scripts are provided in the resource where appropriate.

Number of provider staff required

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

Practical activity scenario	Assessor	SPs / RPs	Total
1	1	1	2
2	1	2	3
3	1	2	3

Assessing the practical activity stations

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

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

It is the internal moderator's responsibility to ensure that the assessor's marking, in either approach, is in line with the agreed standard.

Practical activities assessment (PAA) delivery

For further guidance on the general delivery of the PAA, please refer to the Tutor Guidance document, which can be found on the NCFE website.

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

Remote moderation and the recording of observations

Assignment 2 is internally marked by the provider, and externally moderated remotely by NCFE.

Moderators will review student evidence for the above assignment including the audiovisual recordings of each observation in order to carry out moderation activities. The moderator will make assessment judgements, including the allocation of marks for each assignment, using the same methods as the provider.

NCFE will provide standardisation training materials for approved providers to establish a consistent standard for the assessment per series. In each session, the same materials will be used by the providers and the moderation team, which will ensure the same standard is applied uniformly.

Record keeping is a vital factor when ensuring sufficient quality in provider marking. It is critically important that the assessor summarises what they have observed in relation to the criteria in the observation form. If there is no commentary present, or if it lacks sufficient detail, then there will effectively be no record of evidence to moderate. The provider would therefore be required to observe the student again.

The sample of students to be remotely moderated will be selected by NCFE based on the JCQ sampling guidelines. It is vitally important that evidence is submitted to NCFE within 3 working days of the sampling plan being made available on the Portal.

Providers can find support on uploading digital evidence to the NCFE Portal using the Uploading Digital Evidence to the NCFE Portal document, located on the website within the Assessment Support section.

On results release day, the below information will be available on the Portal for providers to download. The T Level System User Guide (T Level) and Portal User Guide (V Cert) (Technical Awards) explains where this can be located.

Final Moderation Report

This will be available to view on the Portal on results day and will highlight areas where your provider has performed well and areas for improvement. It will also include the mark used for each moderated component.

The mark used will be one of the following:

- provider mark – confirms that the provider mark has been accepted for all students within the cohort; this means that the provider marks were within tolerance of the moderator's marks
- regressed mark – confirms that the regressed mark has been applied to all students in the cohort; this means that the provider marks were outside of tolerance and in a consistent way (therefore all marks are higher or lower than the moderator's marks)
- moderator mark – confirms that the moderator mark has been applied to all students in the cohort; this means one of the following:
 - the provider marks are outside of tolerance and in a consistent way, however moderator marks are available for all students in the cohort

- the provider marks were outside of tolerance and in an inconsistent way; therefore, some marks were higher and some were lower than the moderator's mark and the provider mark could not reliably be adjusted so the moderator sampled all students in the cohort

For further detailed guidance on the moderation process, please refer to our approach to moderation page on the NCFE website.

Practical activity scenario 1

Purpose

This scenario aims to assess:

CPA2: Undertake and record a range of physiological measurements, recognising deteriorations in physical health and escalating as appropriate

Time

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

Brief

You are working as a healthcare support assistant in a GP surgery.

A 58-year-old male with a 2-year history of type 2 diabetes attends the community clinic for their 6-monthly check-up.

The 58-year-old controls his diabetes using medication and is on no other medication.

Task

Prepare any equipment needed to assess and support the patient.

You have been given an extract from the previous 6-monthly diabetes check-up (item A).

You need to check the patient's physiological measurements and record them in the blank GP referral notes (item B). You should record their:

- weight
- heart rate
- blood pressure

You need to respond to the patient, positioning them appropriately and making them comfortable.

Record your consultation with the patient in the blank GP referral notes (item B) to communicate anything you find concerning to the GP.

[16 marks]

Plus, marks for underpinning skills – duty of care, candour and person-centred care, communication and health and safety

Supporting information

Mode of assessment

This practical activity scenario involves role play. The patient is played by a role player who should be sat on a chair. They can acknowledge the student when they are greeted, respond to instructions and consent to the measurements being taken. They can feed back if asked, for example, 'Is that comfortable?' 'Yes, that is comfortable'.

The assessor should advise the student that they need to demonstrate taking the physiological observations and, once demonstrated, the assessor should provide the following observations to be recorded on item B.

- weight: 104 kg
- heart rate: 110 BPM
- blood pressure: 148/92

Equipment

This practical activity scenario requires the following equipment:

- two chairs
- table
- manual or automatic blood pressure (BP) machine
- stethoscope
- watch / clock with second hand
- weighing scales
- handwashing equipment
- personal protective equipment (PPE) such as gloves, apron
- clinical waste bins
- general cleaning equipment and products

Resources

Students are given an extract from the previous 6-monthly diabetes check-up (item A) and the blank GP referral notes (item B).

Performance outcomes (POs)

This practical activity scenario assesses:

PO1: Assist with an individual's overall care and needs to ensure comfort and wellbeing

PO2: Assist registered health professionals with clinical or therapeutic tasks and interventions

PO3: Undertake a range of physiological measurements

Evidence requirements

- audiovisual evidence
- Assignment Brief booklet

Item A: extract from the previous 6-monthly diabetes check-up

Name	Address	Age
Patient	87 Mannings Avenue	58

Physiological measurements	
Height	178 cm
Weight	92 kg
Heart rate	90 BPM
Blood pressure	132/85

Item B: blank GP referral notes

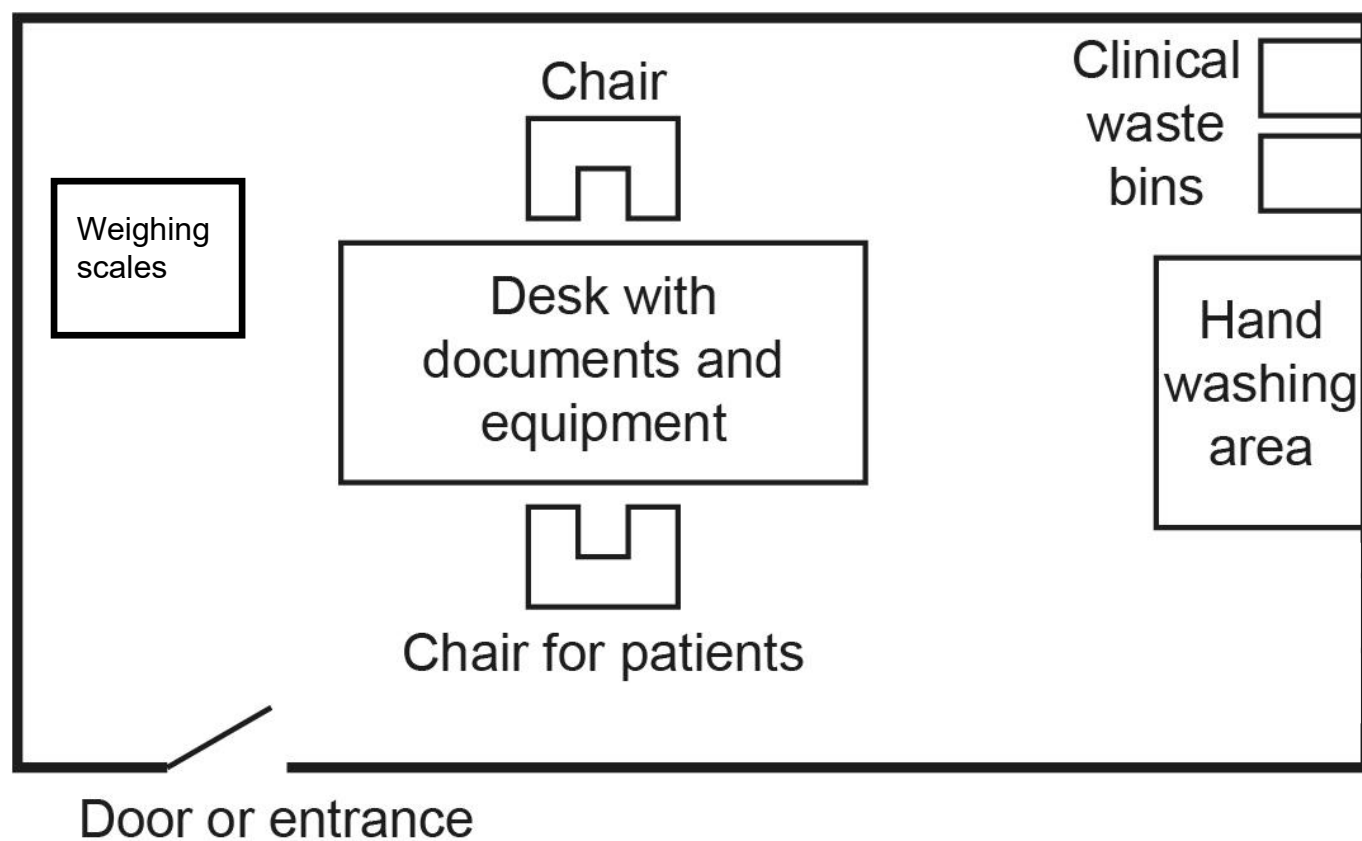
Name	Address	Age
Patient	87 Mannings Avenue	58

Physiological measurements	
Height	178 cm
Weight	
Heart rate	
Blood pressure	

Referral notes

Signature:	Printed name:	Designation / role:	Date:

Floor plan scenario 1



Practical activity scenario 2

Purpose

This scenario aims to assess:

CPA1: Undertake a general or individual risk assessment in the healthcare environment

CPA5: Move and handle individuals safely when assisting them with their care needs, using moving and handling aids

Time

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

Brief

A 90-year-old individual has just moved into a residential home. The individual has decreased muscle strength in their legs and some balance issues due to frailty. They require the use of a wheelchair due to limited mobility but can transfer between surfaces with the assistance of two people and a transfer belt.

Task

Carry out a risk assessment on the moving and handling of the individual from the wheelchair to a chair with use of a transfer belt and complete the risk assessment form (item C).

Perform the movement of the patient from the wheelchair to the chair, following your risk assessment. A second member of staff will be available to assist with the movement.

Review your risk assessment form (item C) and amend where necessary.

[16 marks]

Plus, marks for underpinning skills – duty of care, candour, person-centred care, communication and health and safety

Supporting information

Mode of assessment

This practical activity scenario involves role play. The role of the individual will be played by a role player. A second role player will play the role of an additional staff member available to support with the movement of the individual.

The student should use the information provided to complete a risk assessment for the movement of the individual from the wheelchair to the chair from the information provided.

They should then use their risk assessment to support the individual to safely move from the wheelchair to the chair, using a role player as the patient who is sat in the wheelchair.

The person playing the role of the individual can feed back if asked, for example, 'is that comfortable / too tight?' 'Yes, that is comfortable / No that feels a bit tight / No the belt is too high'.

A second role player should play the role of an assisting member of staff, following the instructions given by the student.

The staff member role playing the additional member of staff should be appropriately trained in moving and handling and any witnessed unsafe practices shown or instructed to do by the student should be stopped immediately.

Equipment

This practical activity scenario requires the following equipment:

- chair
- wheelchair
- handwashing facilities
- transfer belt
- personal protective equipment (PPE) such as gloves, apron
- clinical waste bin

Resources

Students are given a risk assessment form (item C).

Performance outcomes (POs)

This practical activity scenario assesses:

PO1: Assist with an individual's overall care and needs to ensure comfort and wellbeing

PO2: Assist registered health professionals with clinical or therapeutic tasks and interventions

Evidence requirements

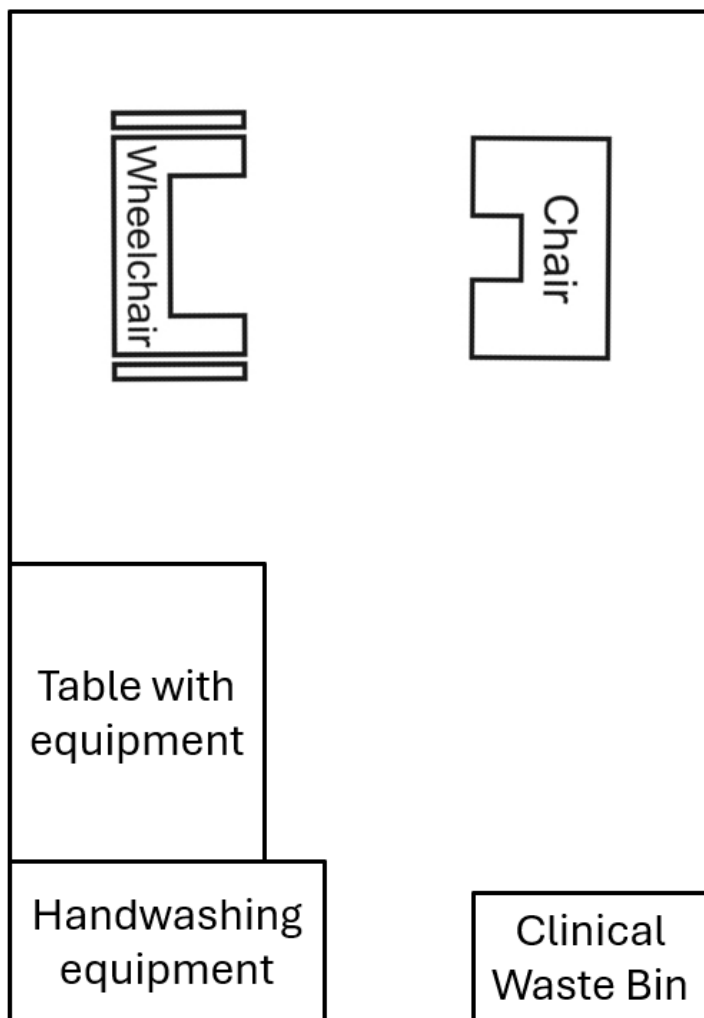
- audiovisual evidence
- Assignment Brief booklet

Item C: risk assessment form

Hazards List what could cause harm.	Who might be harmed and what might the harm be List who could be harmed and in what way.	Control measures Explain how you will minimise these risks.	Further actions

Signature:	Printed name:	Designation / role:	Date:
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Floor plan scenario 2



Practical activity scenario 3

Purpose

This scenario aims to assess:

CPA3: Respond to an incident or emergency

CPA4: Demonstrate a range of techniques for infection prevention and control

Time

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

Brief

Margaret, an 82-year-old patient, has recently been admitted to hospital with a urinary tract infection. Margaret has dementia, is very confused and has been verbally aggressive to staff when receiving treatment since admission.

Margaret is on a ward and has tried to get out of bed but has tripped and fallen onto the floor and has cut her forearm in the fall.

You enter the ward area where Margaret is lying on the floor and her forearm is actively bleeding.

Task

You must respond appropriately to this situation including:

- assessing the initial needs of the patient and the situation
- responding appropriately to the needs of the patient, including escalating to other members of staff where appropriate
- demonstrating appropriate techniques for infection prevention and control
- recording details of the incident and the actions taken in the patient notes (item D)

You should consider the scope and limitations of your role as a healthcare support worker.

[16 marks]

Plus, marks for underpinning skills – duty of care, candour and person-centred care, communication and health and safety

Supporting information

Mode of assessment

This practical activity scenario involves role play. The patient is played by a role player who should be lying on the floor next to the bed. There should be a small pool of simulated blood next to the patient's arm and some simulated blood on the patient's forearm. The patient should display challenging behaviour, for example, shouting, or refusing help.

The student should assess the patient's needs / situation and call the nurse for support. The nurse is played by a member of staff.

The nurse is played by another role player who should be in the room of the assessment as if they were somewhere on the ward. The nurse should come to the patient to help if asked by the student. They should assess the patient and say 'after risk assessing the patient, I am happy that she is safe and can be moved back into the bed where I will treat her wound'. The patient can stand by themselves and get back into the bed; they should continue to shout and be verbally aggressive towards the staff.

Once the patient is back in bed, the nurse should prompt the student by saying 'I am now going to care for the patient's wound – please ensure the area is safe and clean'.

Equipment

This practical activity scenario requires the following equipment:

- bed
- table
- clinical waste kit, including clinical waste bin
- general waste bin
- handwashing equipment
- simulated blood such as water with red food dye
- spillage kit
- general cleaning equipment
- personal protective equipment (PPE) such as gloves, apron

Resources

The student will be provided with a copy of the patient notes (item D).

Performance outcomes (POs)

This practical activity scenario assesses:

PO1: Assist with an individual's overall care and needs to ensure comfort and wellbeing

PO2: Assist registered health professionals with clinical or therapeutic tasks and interventions

PO3: Undertake a range of physiological measurements

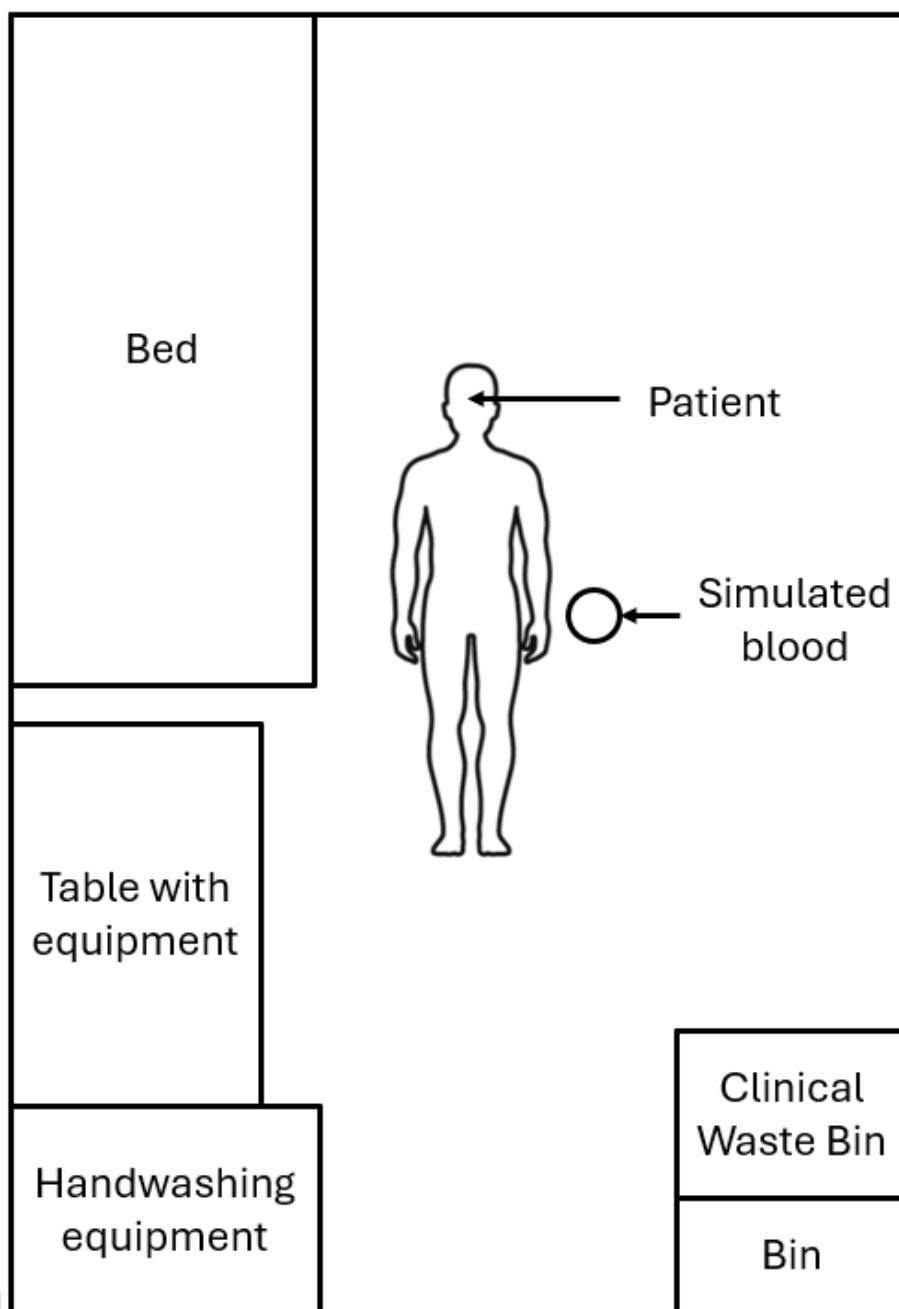
Evidence requirements

- audiovisual evidence
- Assignment Brief booklet

Item D: patient notes

Date	Action taken	Name and signature	Time

Floor plan scenario 3



Practical activities assessment (PAA) mark scheme

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

The following marking grids should be used to assess students and award marks for the scenario-specific skills and underpinning skills. The indicative content for the scenario-specific skills is for the practical activity scenarios set for the summer 2025 series only.

To understand what is required to be awarded marks, students should have already been provided with a copy of the marking grids. The marking grids are published in the Tutor Guidance document, which can be found on the NCFE website.

Assessors are reminded that they should complete a Student Assessment Record Form to record descriptive information and evidence of the student's skills and knowledge demonstrated during the PAA. The Student Assessment Record Form can be found on the NCFE website.

Marking guidance

Marking grid

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

The assessment criteria are broken down into four bands with a corresponding descriptor. The descriptor for the band indicates the quality of a student's performance in that band. The band is the mark that should be awarded for that assessment criteria (for example, band 1 = one mark and band 4 = four marks). There is a total of 16 marks available for each practical activity, and 12 marks available for underpinning skills that should be used in accordance with the assessment requirements.

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

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

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

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

Indicative content

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

Scenario-specific skills marking grid

Band	Demonstration of knowledge and understanding of the clinical tasks		Application of best practice, agreed ways of working and regulations / legislation in relation to clinical tasks		Use of equipment and / or materials and / or resources in relation to clinical tasks		Following, recording, reporting, and / or storing data and / or handling information in relation to clinical tasks	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
4	4	The student demonstrates excellent knowledge and understanding of the clinical tasks that is sustained throughout the student's practice.	4	The student demonstrates a highly effective application of the clinical tasks that is consistently in line with best practice techniques and agreed ways of working. The student's adherence to the appropriate regulations / legislation is excellent and demonstration of the clinical tasks is always within the scope of their role and responsibilities.	4	The student demonstrates a highly proficient use of the equipment and / or materials and / or resources, which are always applied with accuracy and precision. The student maintains a consistently safe environment, providing an excellent experience for the individual and their wider family / carers, as appropriate.	4	The student follows, records and reports on information in a highly effective and clear way, with accurate spelling, grammar, and punctuation, to suit a particular purpose. The student consistently follows, records, reports, stores, and handles information in line with local and national policies, keeping all relevant information confidential and supports others to do so.

Band	Demonstration of knowledge and understanding of the clinical tasks		Application of best practice, agreed ways of working and regulations / legislation in relation to clinical tasks		Use of equipment and / or materials and / or resources in relation to clinical tasks		Following, recording, reporting, and / or storing data and / or handling information in relation to clinical tasks	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
3	3	The student demonstrates good knowledge and understanding of the clinical tasks that is largely sustained throughout the student's practice.	3	The student demonstrates an effective application of the clinical tasks that is mostly in line with best practice techniques and agreed ways of working. The student's adherence to the appropriate regulations / legislation is good and demonstration of the clinical tasks is usually within the scope of their role and responsibilities.	3	The student demonstrates a proficient use of the equipment and / or materials and / or resources, which are usually applied with accuracy and precision. The student maintains a generally safe environment, providing a good experience for the individual and their wider family / carers, as appropriate.	3	The student follows, records and reports on information in an effective and mostly clear way, with largely accurate spelling, grammar, and punctuation, to suit a particular purpose. The student generally follows, records, reports, stores, and handles information in line with local and national policies, keeping most relevant information confidential and largely supports others to do so.

Band	Demonstration of knowledge and understanding of the clinical tasks		Application of best practice, agreed ways of working and regulations / legislation in relation to clinical tasks		Use of equipment and / or materials and / or resources in relation to clinical tasks		Following, recording, reporting, and / or storing data and / or handling information in relation to clinical tasks	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
2	2	The student demonstrates satisfactory knowledge and understanding of the clinical tasks that is partially sustained throughout the student's practice.	2	The student demonstrates a reasonably effective application of the clinical tasks that is sometimes in line with best practice techniques and agreed ways of working. The student's adherence to the appropriate regulations / legislation is satisfactory and demonstration of the clinical tasks is sufficiently within the scope of their role and responsibilities.	2	The student demonstrates sufficient use of the equipment and / or materials and / or resources, which are sometimes applied with accuracy and precision. The student maintains sufficiently safe environmental practices, but errors may not always, provide a comfortable experience for the individual and their wider family / carers, as appropriate.	2	The student follows, records and reports on information in a reasonably effective and partially clear way, with some accurate spelling, grammar, and punctuation, to suit a particular purpose. The student sometimes follows, records, reports, stores, and handles information in line with local and national policies, keeping some relevant information confidential and sometimes supports others to do so.

Band	Demonstration of knowledge and understanding of the clinical tasks		Application of best practice, agreed ways of working and regulations / legislation in relation to clinical tasks		Use of equipment and / or materials and / or resources in relation to clinical tasks		Following, recording, reporting, and / or storing data and / or handling information in relation to clinical tasks	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
1	1	The student demonstrates basic knowledge and understanding of the clinical tasks that is fragmented throughout the student's practice.	1	The student demonstrates a minimally effective application of the clinical tasks that is rarely in line with best practice techniques and agreed ways of working. The student's adherence to the appropriate regulations / legislation is poor and demonstration of the clinical tasks is minimally within scope of their role and responsibilities.	1	The student demonstrates a poor use of the equipment and / or materials and / or resources, which are rarely applied with accuracy and precision. The student is uncertain about how to maintain a minimally safe environment, providing an uncomfortable experience for the individual and their wider family / carers, as appropriate.	1	The student follows, records and reports on information in a minimally effective and clear way, with occasionally accurate spelling, grammar, and punctuation, to suit a particular purpose. The student rarely follows, records, reports, stores, and handles information in line with local and national policies, keeping little relevant information confidential and rarely supports others to do so.
0	No evidence demonstrated or nothing worthy of credit.							

Underpinning skills marking grid

Band	Duty of care, candour, and person-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
4	4	The student demonstrates excellent duty of care, candour, and person-centred care, taking all necessary precautions to protect physical and mental wellbeing of the individuals. The student is always respectful of and responsive to the individual's perspectives, consistently keeping carers and relevant others informed where appropriate. The student is highly effective at working with others.	4	The student demonstrates highly effective communication skills, always speaking clearly and confidently. The student's tone, register and level of detail is excellent and always reflects the audience and purpose. The student uses technical language with accuracy and they always demonstrate active listening.	4	The student maintains a highly effective and safe clinical working environment, demonstrating excellent knowledge, understanding and application of health and safety legislation. The student demonstrates correct use of personal protective equipment (PPE) throughout and follows safe practices highly effectively. The student is fully aware of their own limitations and always works within them to safeguard the individual's wellbeing.

Band	Duty of care, candour, and person-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
3	3	The student demonstrates good duty of care, candour, and person-centred care, taking most necessary precautions to protect physical and mental wellbeing of the individuals. The student is mostly respectful of and responsive to the individual's perspectives, generally keeping carers and relevant others informed where appropriate. The student is effective at working with others.	3	The student demonstrates effective communication skills, generally speaking clearly and confidently. The student's tone, register and level of detail is good and generally reflects the audience and purpose. The student's use of technical language is generally accurate, and they usually demonstrate active listening.	3	The student maintains an effective and safe clinical working environment, demonstrating good knowledge, understanding and application of health and safety legislation. The student demonstrates correct use of personal protective equipment (PPE) most of the time and follows safe practices effectively. The student is generally aware of their own limitations and mostly works within them to safeguard the individual's wellbeing.

Band	Duty of care, candour, and person-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
2	2	The student demonstrates satisfactory duty of care, candour, and person-centred care, taking sufficient necessary precautions to protect physical and mental wellbeing of the individuals. The student is sometimes respectful of and responsive to the individuals, sometimes keeping carers and relevant others informed where appropriate but often orientated towards own or service perspectives. The student is reasonably effective at working with others.	2	The student demonstrates reasonably effective communication skills, sometimes speaking clearly and confidently. The student's tone, register and level of detail is satisfactory and sometimes reflects the audience and purpose. The student's use of technical language is partially accurate, and they sometimes demonstrate active listening.	2	The student maintains a sufficiently effective and safe clinical working environment, demonstrating satisfactory knowledge, understanding and application of health and safety legislation. The student sometimes demonstrates the correct use of personal protective equipment (PPE) and follows satisfactory safe practices. The student shows some awareness of their own limitations and they work sufficiently within them, but this may risk failure to safeguard the individual's wellbeing.

Band	Duty of care, candour, and person-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
1	1	The student demonstrates basic duty of care, candour, and person-centred care, occasionally taking the necessary precautions to protect physical and mental wellbeing of the individuals. The student is rarely respectful of and responsive to the individuals, occasionally keeping carers and relevant others informed where appropriate but invariably orientated to own perspectives. The student is minimally effective at working with others.	1	The student demonstrates minimally effective communication skills, occasionally speaking clearly and confidently. The student's tone, register and level of detail is basic and rarely reflects the audience and purpose. The student's use of technical language is limited in accuracy and they rarely demonstrate active listening.	1	The student maintains a minimally effective and safe clinical working environment, demonstrating basic knowledge, understanding and application of health and safety legislation. The student rarely demonstrates the correct use of personal protective equipment (PPE) and follows limited safe practices. The student shows limited awareness of their own limitations, rarely working within them, which risks failure to safeguard the individual's wellbeing.
0	No evidence demonstrated or nothing worthy of credit.					

Indicative content

Practical activity scenario 1

The student obtains informed consent prior to taking any measurements, including explaining each part of the process as they go.

The student acts in accordance with health and safety legislation and policy regarding:

- infection control
- cleaning of equipment, before and after use
- demonstrating appropriate handwashing technique, respecting health and safety legislation and policy
- choosing the appropriate PPE for the task

Measuring the patient's weight:

- choosing the appropriate footwear
- if scales offer multiple units of measurement, the correct unit is selected and noted
- instructs the patient to step onto the scales evenly and distribute weight between both legs whilst looking ahead
- takes two separate measurements to ensure the result is consistent; if not consistent take a third measurement and calculate the mean average weight
- correctly documents the weight measurement in kg

Heart rate (HR) monitoring using a watch with second hand:

- allows the patient a couple of minutes after taking their seat to allow resting heart rate to resume
- correctly locates the radial pulse
- measure for 60 seconds in order to calculate BPM
- correctly notes the results on the provided form

Blood pressure (BP) monitoring:

- positions the patient in a seated position with arm resting straight out on table
- applies correct sized cuff
- attaches automatic blood pressure monitor
- lower edge of cuff 2 cm to 3 cm above the brachial artery with the cuff aligned as per the cuff instructions
- inflates the cuff
- documents blood pressure measurement on the provided form

The student acts in accordance with health and safety legislation and policy regarding:

- removing PPE and disposing of it safely
- washing hands in accordance with health and safety legislation and policy

Communicates concerning findings to GP through full and accurate completion of item B:

- for this practical activity given lifestyle or medical advice is not being tested, it is the recognition of concerning changes in the measurements and the appropriate communication of these findings to the GP that is important
- increased heart rate – student will note that the heart rate has increased

- increased blood pressure – student should note that BP has increased and that this is a concern
- weight gain – the student should recognise that a weight gain of 12 kg in 6 months is of concern and especially given that the patient is diabetic
- students may identify that BP and heart rate can be artificially high when taken in a clinical environment; however, looking at the overall picture giving the concurrent weight gain and history of diabetes recognise the concern is valid and needs to be relayed to the GP

Note: any failure to apply underpinning skills of communication, duty of care, candour and person-centred approaches should be assessed in accordance with the underpinning skills mark scheme.

Accept other appropriate actions.

Practical activity scenario 2

- the student demonstrates appropriate handwashing technique, respecting health and safety legislation and policy
- the student checks the transfer belt prior to use for any faults or signs of wear and tear
- the student completes the risk assessment form before the movement of the patient, then adds to the risk assessment form, if required, once movement has been completed

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

An example of a completed risk assessment form is shown below:

Hazards List what could cause harm.	Who might be harmed and what might the harm be List who could be harmed and in what way.	Control measures Explain how you will minimise these risks.	Further actions
Damage to transfer belt	Staff and individual Transfer belt is damaged which may mean that the patient falls, causing injury. The staff members may be injured by the jolting movement of the transfer belt not working correctly.	Check transfer belt before use to make sure undamaged.	If damaged report and use a different transfer belt.
Movement and transfer	Staff and individual Staff members may pull a muscle or injure their back through incorrectly moving and transferring patient or undertaking the movement by themselves. The individual may be harmed by jolting or excessive pressure from the staff member or improper placement and tightness of the transfer belt.	Use of more than one member of staff, following appropriate moving and handling procedures. Communicate with individual throughout movement / transfer.	Moving and handling training to be up to date. Reporting of any staff witnessed undertaking unsafe practices.
Frailty of individual	Individual Individual may be injured if they lose balance or strength in legs and if mobility further decreases causing them to fall during movement / transfer.	Use of more than one staff member for movement / transfer due to mobility issues. Initial assessment prior to movement / transfer to ensure that no decrease in mobility.	Continuous review of patient condition to ensure that use of transfer belt still appropriate for movement / transfer.
Movement of the wheelchair / chair	Individual If the wheelchair / chair moves during movement / transfer the individual may suffer injury due to a fall or may be bruised by a knock.	Make sure brakes are on wheelchair when not in use. Make sure chair is secure.	If needed have extra support behind the wheelchair / chair.
Obstructions	Staff and individual If there are obstructions within the area of the movement / transfer this could cause injury to the staff members and individual as it could cause trips / falls.	Make sure area is clear from obstructions.	Report any continuous obstructions.

The student uses the following technique or other appropriate safe actions:

- communicate with the individual and additional staff members at each step of the transfer
- appropriately instruct the additional member of staff how to support with the transfer
- move the wheelchair close to the chair

- put the wheelchair's brakes on and keep them on whilst moving the patient into position
- move the foot / leg rests out of the way
- attach transfer belt in correct position and ensure comfortable for the individual
- appropriately use the transfer belt to support the patient to stand up and transfer to the chair
- ensure the individual is appropriately positioned throughout the movement
- maintain patient dignity throughout
- check individual is comfortable in chair once transfer is completed

Note: any neglect to follow procedures to promote health and safety should be considered for the potential neglect of safeguarding principles and assessed in accordance with the underpinning skills mark scheme.

Accept other appropriate actions.

Practical activity scenario 3

- the student assesses the situation appropriately when arriving in the room and takes appropriate action including:
 - thinking ahead
 - staying calm
 - assessing the patient / situation
 - summoning help
 - react within scope of role and understand own limitations
- the student applies standard precautions in accordance with health and safety legislation and policy
- the student will escalate the situation and call for an appropriate member of staff to support with the patient
- the student will communicate with the patient calmly and clearly throughout the role play
- infection prevention and control including:
 - waste management, using correct waste systems
 - identifying spillages and ensuring clean up following protocol
 - correct handwashing technique
 - the student chooses the appropriate PPE for the task
- the student will clean the area and deal with the spillage of blood using appropriate techniques for infection prevention and control
- the student will demonstrate correct waste management techniques using the clinical waste bin and general waste disposal bin
- the student will wash equipment and store it safely, remove PPE and dispose of it safely, and wash hands in accordance with health and safety legislation and policy
- students will record their actions clearly in item D

Note: any neglect of application of standard precautions, procedural competency and communication protocols should be considered in accordance with safeguarding principles.

Accept other appropriate actions.

Performance outcome (PO) grid

Practical activity scenario	C-PO1	C-PO2	C-PO3	Total
1	2	4	10	16
2	12	4		16
3	10	4	2	16
Underpinning skills	12			12
Total	36	12	12	60
% weighting	60%	20%	20%	100%

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