

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Adult Nursing Team

Assignment 2 - Practical activities part 2

Provider delivery guide with mark scheme

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Assignment 2

Practical activities part 2

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SAMPLE

Document security

To be opened on (day of the week) (date) (month) (year) at 9.00am, 7 working days prior to the assessment period from (day of the week) (date) (month) (year) to (day of the week) (date) (month) (year).

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

Time allowed

1 hour 15 minutes

Paper number

(paper number)

SAMPLE

Introduction

This document must be used to deliver and mark the practical activity assessment for the (insert series) series of Supporting the Adult Nursing Team.

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

SAMPLE

Summary of the practical activities assessment (PAA)

The PAA aspect of the occupational specialism component requires students to demonstrate practical activities taken from the list of practical activities published by NCFE CACHE in September (insert year). The list of practical activities is published in the tutor guidance document which can be found 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 audio-visually record the performances of all students.

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

The PAA is assessed against 2 mark schemes:

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

SAMPLE

Assessor instructions

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

Assessor information

Marks

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

Materials

For this assessment students must have:

- a black or blue ball-point pen

Equipment and resources

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

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

Number of provider staff required

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

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

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

Assessing the practical activity stations

Providers can manage the marking of the practical activity assessment in 2 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.

SAMPLE

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 provided to help providers establish a consistent approach to the delivery and marking of the PAA.

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

SAMPLE

Practical activity scenario 1

This practical activity scenario requires students to:

OPA1: Move and/or position the individual for treatment or to complete clinical skills, using the appropriate moving and handling aids.

Purpose

To assess students' ability to assess the mobility of the individual and ascertain the most suitable mode of assistance to ensure the individual can be mobilised safely from bed to chair. Alongside this, the student is to gain consent and ensure all equipment is safe to use.

Brief

An individual has oesophageal cancer and has had their last course of chemotherapy. Due to their condition and treatment, they have limited communication and mobility. They have requested to sit out in their chair today as they are currently lying in bed.

Task

Assess and assist the individual using the appropriate moving and handling equipment and techniques, from the bed to the chair. You have been given their moving and handling risk assessment form (item A).

Document the actions taken in the individual's daily care log (item B).

(16 marks)

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

Supporting information

Mode of assessment

This practical activity scenario involves role play. The individual will be played by a member of staff who should have received safe moving and handling training. Information about the role play is provided below – moving and handling: role play information.

The individual should be lying in bed when the student moves to the station.

The simulated station should be set up as a hospital ward bay.

Equipment

This practical activity scenario requires the following equipment:

- a bed
- a chair
- a hoist
- a sling

- slide sheets
- a transfer board

Resources

Students are given the individual's moving and handling risk assessment form (item A) and a daily care log (item B).

Time

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

Performance outcomes

This practical activity scenario assesses:

PO1: Assist the adult nursing team with clinical tasks

PO2: Support individuals to meet activities of daily living

SAMPLE

Moving and handling: role play information

The individual should act within the information provided in the care plan and the daily care log.

The individual should be quiet and respond to instructions only.

The individual can feedback if asked, for example, is that comfortable/too tight? Yes, that is comfortable/yes that feels a bit tight.

Item A: moving and handling risk assessment form

Confidential patient record form

Health simulation centre

Patient person-centred moving and handling risk assessment

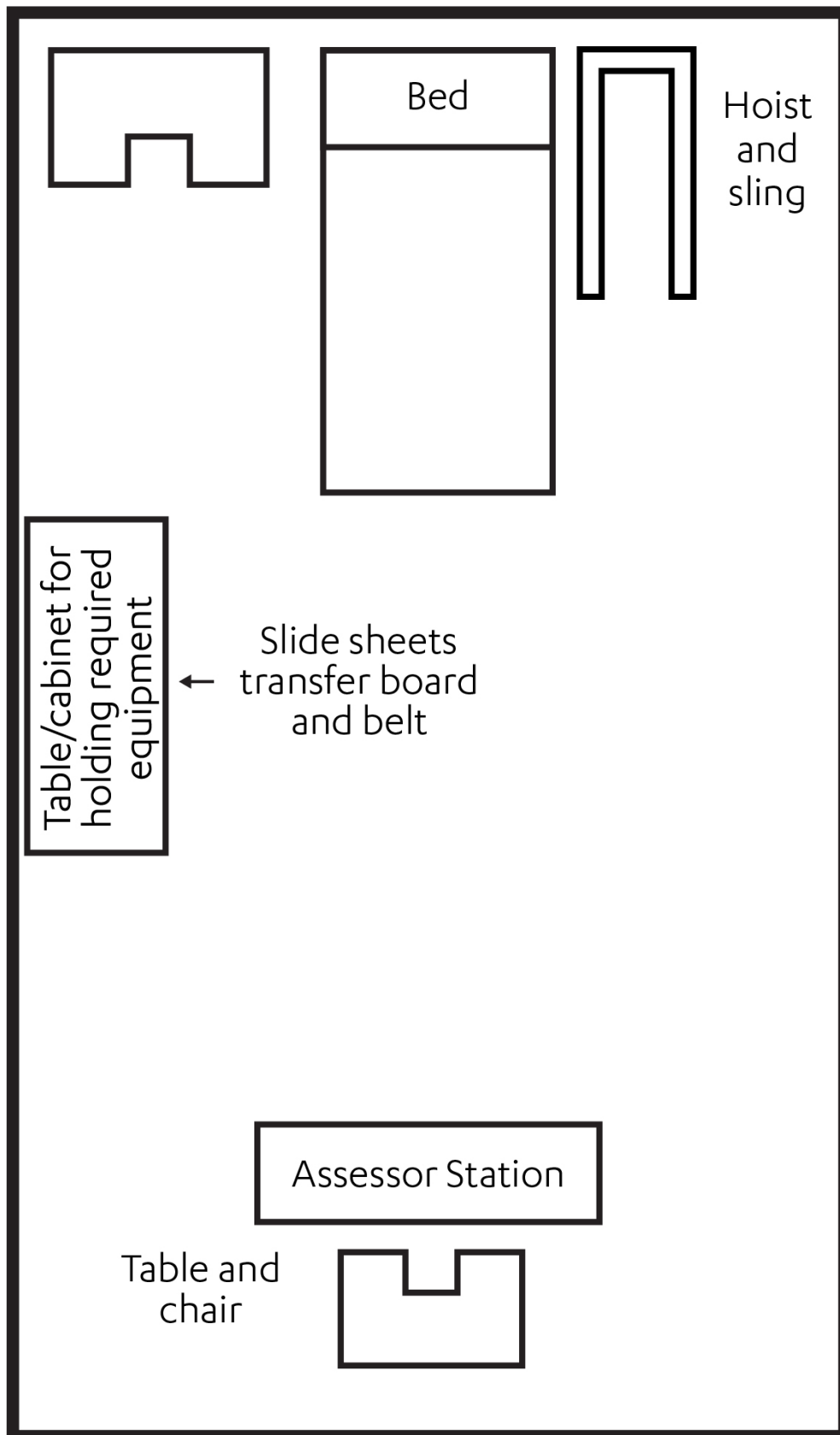
Name	Individual
Date of birth	01/01/1940
Home address	Happy Nursing Home Middle Town Local County UK
What can the individual do independently?	Can support own weight to stand for a couple of minutes with help from one person. Can participate in own transfer with the help from one person and aids such as transfer board, slide sheet. Cannot mobilise so needs a wheelchair to move from one area to another.

Item B: daily care log

Date	Time	Actions taken	Signature

SAMPLE

Floor plan scenario 1



Practical activity scenario 2

This practical activity scenario requires students to:

OPA6: Check skin integrity using appropriate assessment documentation and inform others.

Purpose

To assess the student's ability to identify areas at risk from pressure damage, completing a body map and utilising the appropriate risk assessment scoring system. The student should also be able to identify skin integrity improvement methods.

Brief

A 72 year old, average weight, female individual has been admitted to hospital due to a fractured neck of femur on the left-hand side.

Although she is recovering well, she has not yet regained any mobility and she is at increased risk of developing a pressure ulcer.

It is day 7 post-operative, and the individual's urethral catheter has not yet been removed. The individual's skin condition requires assessment. There are some potential areas of redness (discoloured skin) to the area around the hip and some redness around the incision wound.

Task

Identify the skin integrity process using the body map (item C) and an adapted Waterlow tool (item D) to recognise and document the areas currently at risk from developing a pressure ulcer.

Discuss with the patient ways to aid recovery and improve skin integrity.

(16 marks)

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

Supporting information

Mode of assessment

The individual in this practical activity scenario is played by a manikin.

The manikin should have simulated areas of redness on both elbows, the sacrum, and the left heel.

The simulated station should be set up in a hospital ward bay.

Equipment

This practical activity scenario requires the following equipment:

- a manikin
- a bed

Resources

Students are given a blank body map (item C) to record any areas of damage to the individual's skin and an adapted Waterlow tool (item D) .

Time

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

Performance outcomes

This practical activity scenario assesses:

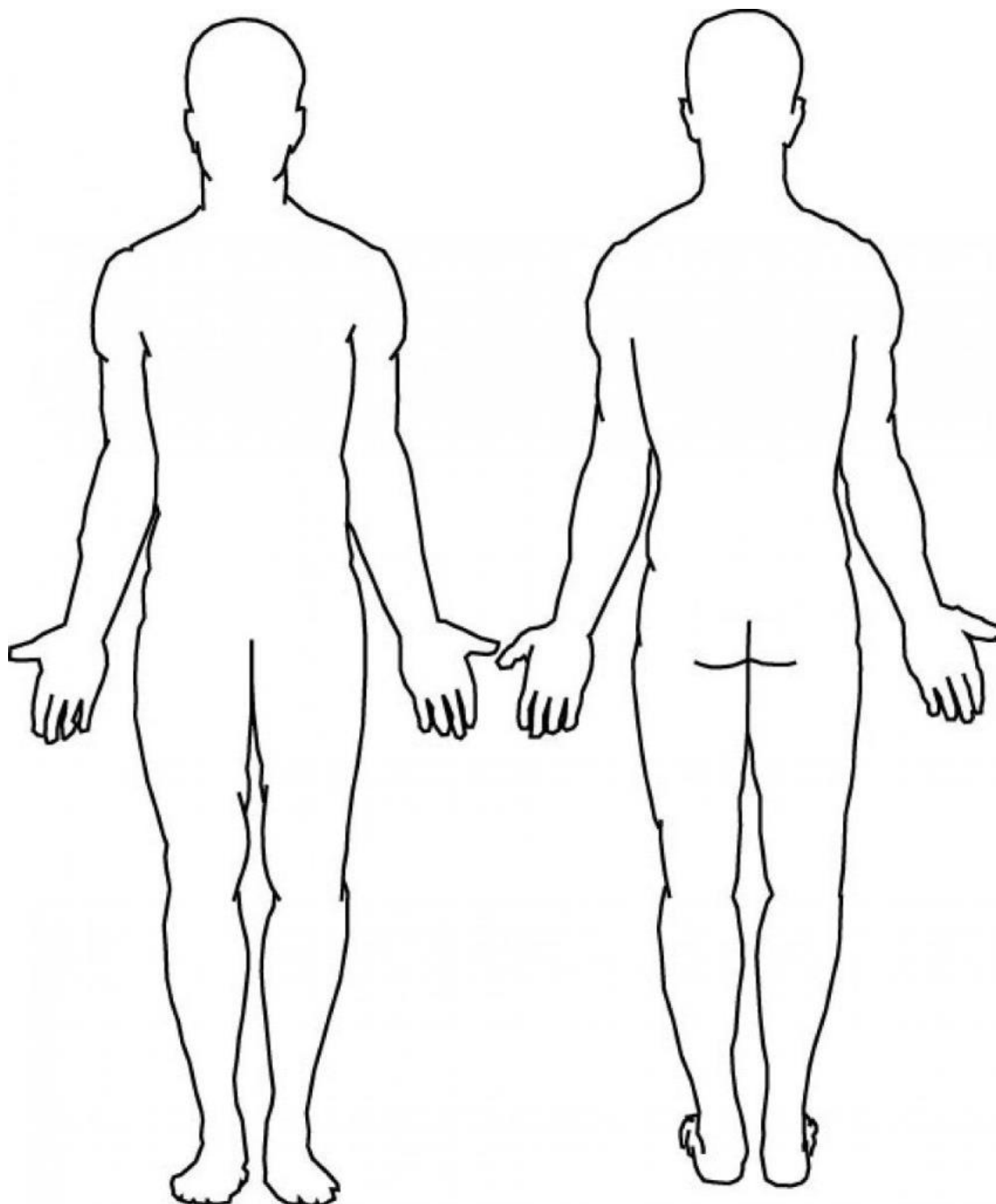
PO1: Assist the adult nursing team with clinical tasks

PO2: Support individuals to meet activities of daily living

PO3: Assist with skin integrity assessments and with the care and treatment of skin conditions

Item C: blank body map

Use this blank body map to mark on any areas of damage to the individual's skin



Item D: adapted Waterlow pressure area risk assessment chart

More than one score/category can be used:

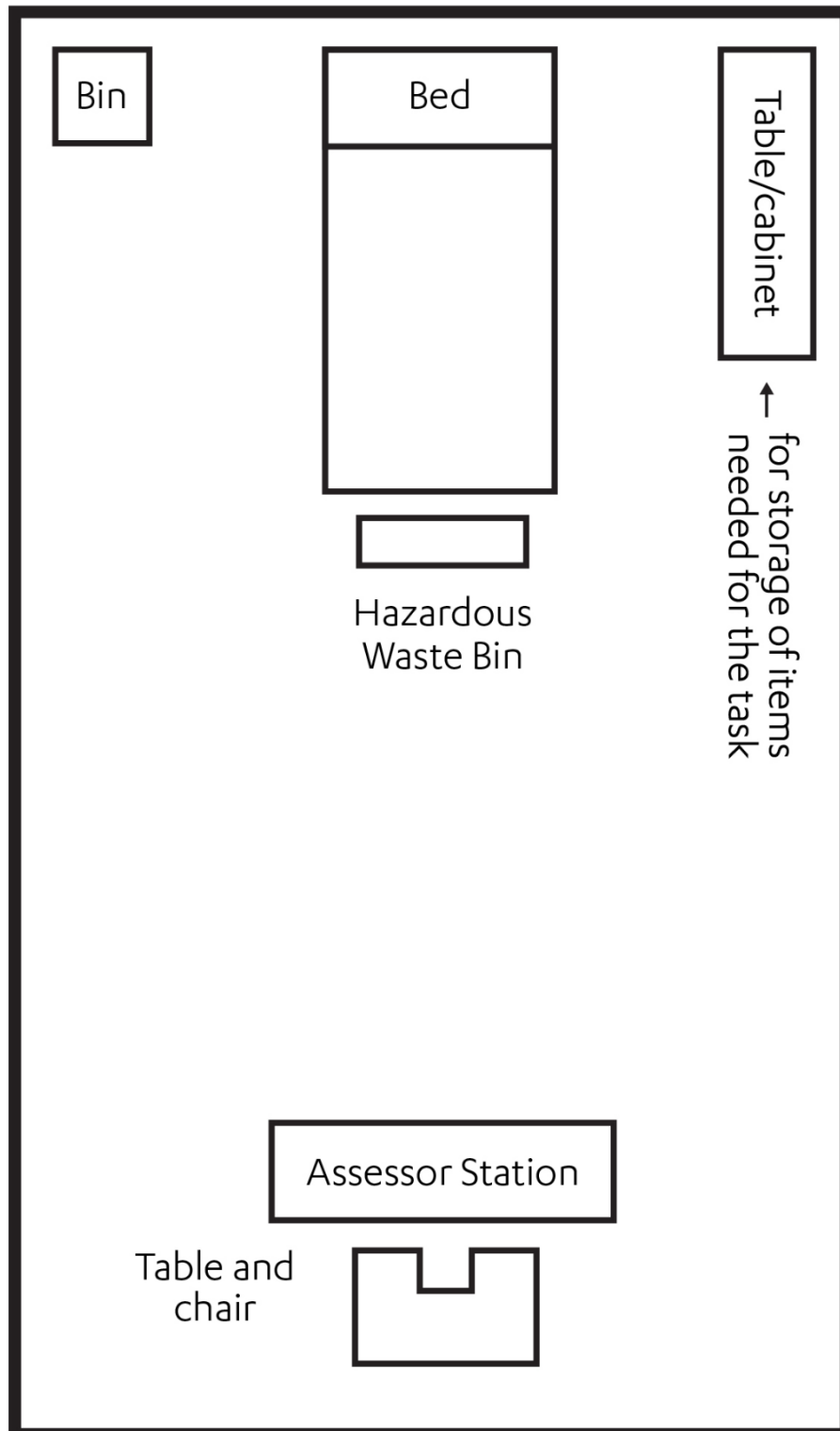
- 10+ = at risk
- 15+ = high risk
- 20+ = very high risk

Sex		
Male	1	
Female	2	
Age		
14–49	1	
50–64	2	
65–74	3	
75–80	4	
81+	5	
Build/weight for height		
Average	0	
Above average	1	
Obese	2	
Below average	3	
Continence		
Complete/catheterised	0	
Incontinent urine	1	
Incontinent faeces	2	
Doubly incontinent (urine and faeces)	3	

Skin type - visual risks area		
Healthy	0	
Tissue paper (thin/fragile)	1	
Dry (appears flaky)	1	
Oedematous (puffy)	1	
Clammy (moist to touch)/pyrexia	1	
Discoloured (bruising/mottled, redness)	2	
Broken (established ulcer)	3	
Mobility		
Fully mobile	0	
Restless/fidgety	1	
Apathetic (sedated/depressed/reluctant to move)	2	
Restricted (restricted by severe pain or disease)	3	
Bedbound (unconscious/unable to change position/traction)	4	
Chair bound (unable to leave chair without assistance)	5	
Total score		

Date	
Initials	
Time	

Floor plan scenario 2



Practical activity scenario 3

This practical activity scenario requires students to:

OPA4: Demonstrate the ability to carry out clinical skills for individuals, including clinical assessments and report findings.

Purpose

To ensure the student can follow procedures required before, during and after the collection of a specimen.

Brief

An individual has been admitted to the medical ward after suffering intermittent non-specific abdominal pain. The doctor has asked you to support the individual to collect a mid-stream urine sample (MSU) and perform a routine urinalysis.

Task

Explain the procedure to the individual, once they have collected the urine sample take it from them, following infection prevention and control procedures and perform urinalysis as requested by the doctor.

Use the next page as the individual's notes to record your findings.

(16 marks)

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

Supporting information

Mode of assessment

This practical activity scenario involves role play. The individual will be played by a member of staff.

The individual should be waiting in a simulated medical ward and will be able to collect the MSU unaided.

Equipment

This practical activity scenario requires the following equipment:

- a simulated toilet area
- a urine collection jug
- simulated urine sample - this must be made up of a 50/50 mixture of apple juice and saline
- a MSU specimen bottle
- a specimen bag
- gloves (non-sterile)
- an apron
- urinalysis sticks

- a clinical waste bag/bin

Resources

No resources are needed for this practical activity scenario. Students will be provided with a blank page in the assignment brief to record their findings.

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 15 minutes.

Performance outcomes

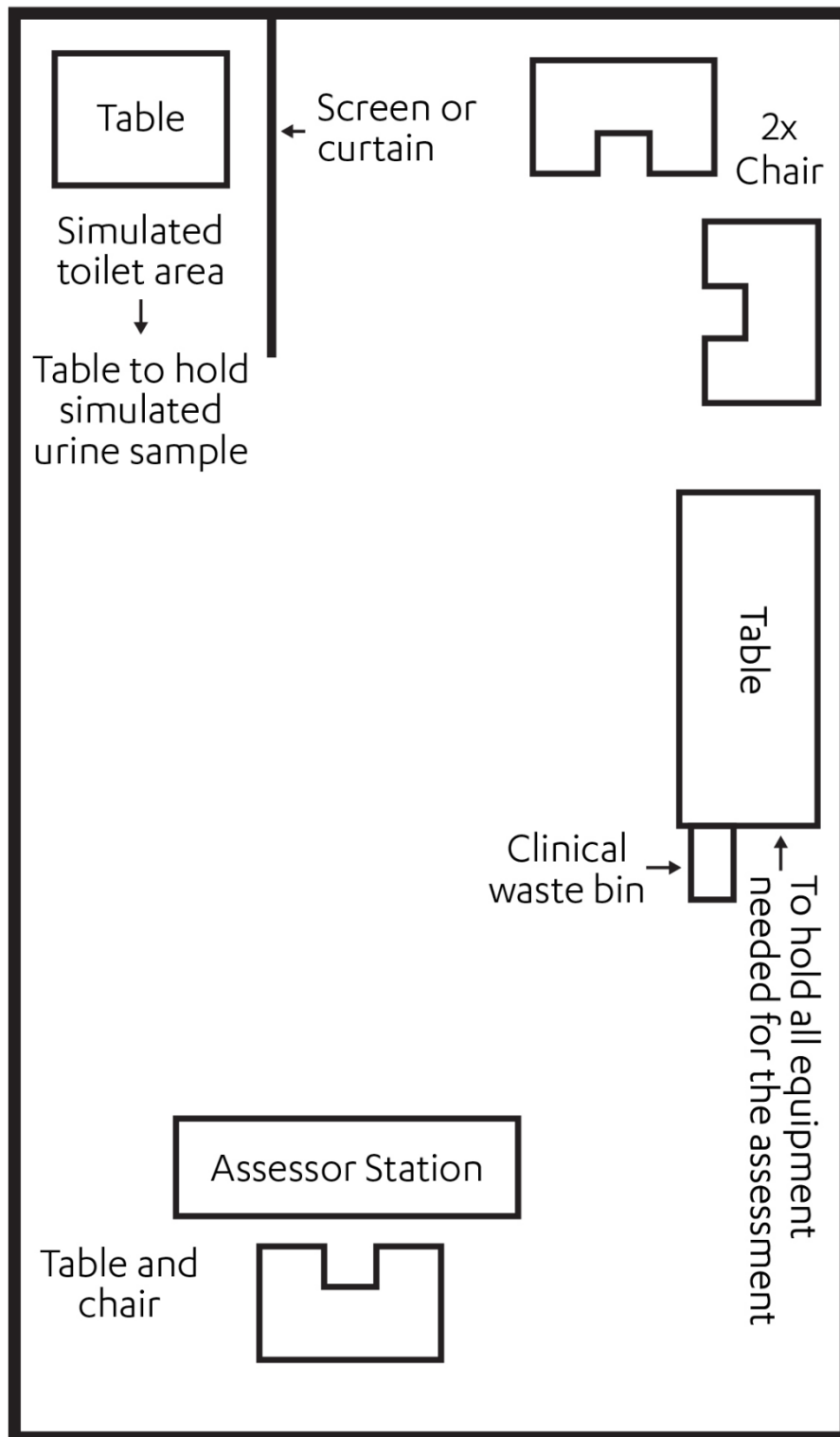
This practical activity scenario assesses:

PO1: Assist the adult nursing team with clinical tasks

PO2: Support individuals to meet activities of daily living

SAMPLE

Floor plan scenario 3



Practical activity scenario 4

This practical activity scenario requires students to:

OPA10: Support or enable individuals to maintain good nutrition by promoting current healthy nutrition and hydration initiatives to support individuals to make healthy choices, recording details using food and drink charts and nutritional plans and involving carers where appropriate.

Purpose

To assess the students' ability to identify signs and symptoms of poor nutrition and identify, as well as correctly utilise, the Malnutrition Universal Screening Tool (MUST) risk assessment.

Brief

An individual has been struggling to look after themselves at home. They have been admitted to hospital following concerns from family that they have not been eating very well and have recently lost 6kg.

Task

Use the information provided in the in the nutrition assessment document (item E) and the BMI and weight loss scoring chart (item F) to assess the individual's risk of malnutrition and discuss adequate nutrition and hydration needs with the individual using the Eatwell Guide (item G).

(16 marks)

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

Supporting information

Mode of assessment

This practical activity scenario involves role play. The individual will be played by a member of staff.

The simulated station should be set up as a hospital environment.

The student will take the individual's (played by the member of staff) weight and height measurements and record them as part of step 1 (A) on Item E and then they shall then use the results given in step 1 (B) on Item E to calculate the BMI, and not use the member of staff's measurements.

Equipment

This practical activity scenario requires the following equipment:

- two chairs
- a stadiometer
- weighing scales

Resources

Students are given a nutrition assessment document (item E) within the assignment brief booklet. Providers must also ensure that students have access to the BMI and weight loss scoring chart (item F) and the Eatwell Guide (item G). Items F and G are given below.

Time

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

Performance outcomes

This practical activity scenario assesses:

PO1: Assist the adult nursing team with clinical tasks

PO2: Support individuals to meet activities of daily living

SAMPLE

Item E: nutrition assessment document

Name	Individual	
Date of birth	01/01/1950	
Home address	2 The Avenue Middle Town Local County UK	
Step 1 (a)	Measure height and weight	
	Height	
	Weight	
Step 1 (b)	Calculate BMI score using the details given below and the chart provided.	
	Height	1.90m
	Weight	68kg
	BMI	
Step 2	Note percentage unplanned weight loss and score using tables provided.	
Step 3	Establish acute disease effect and score.	
Step 4	Add scores from steps 1, 2 and 3 together to obtain overall risk of malnutrition Total score:	

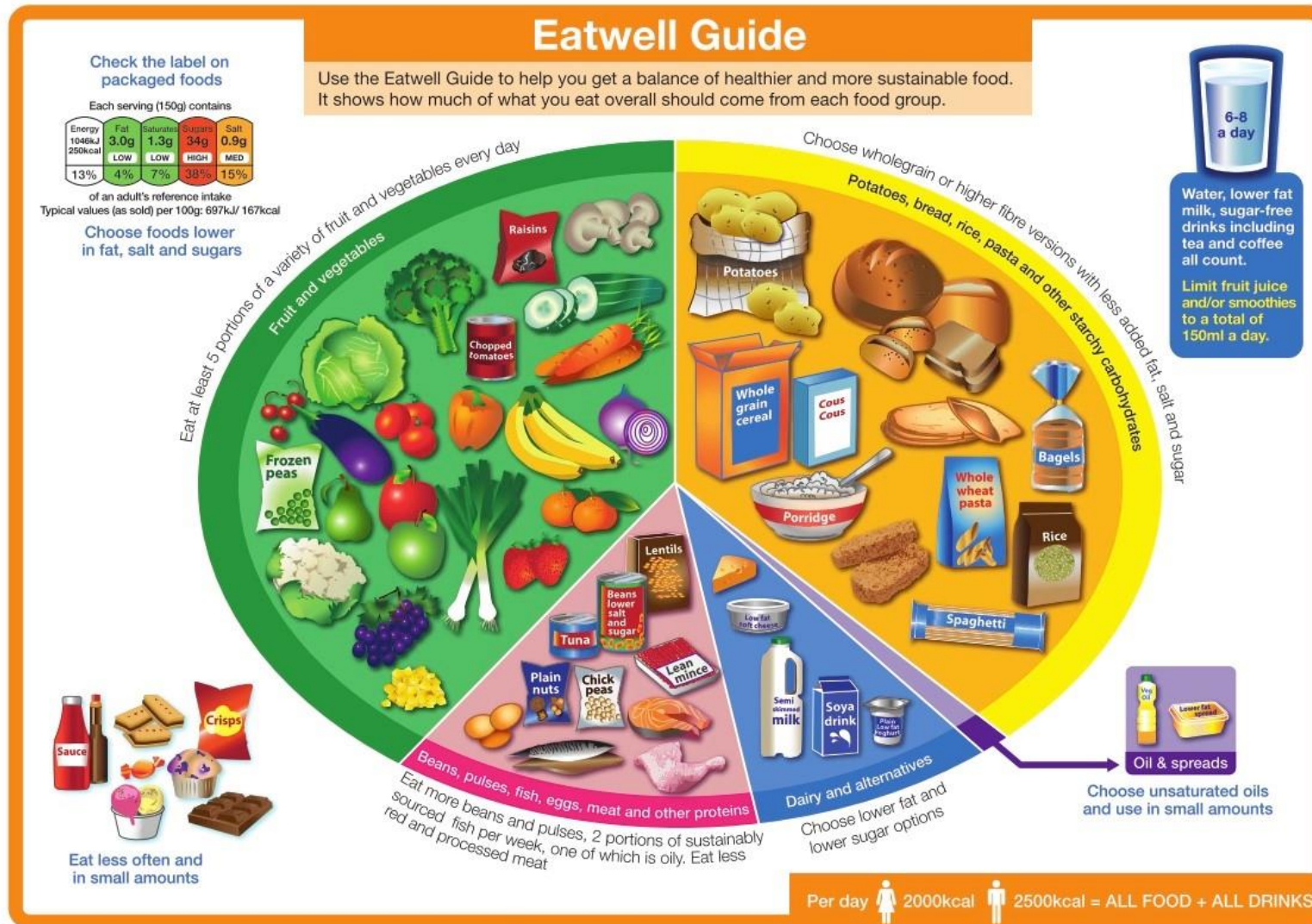
Step 5	<p>Low risk: 0 - routine care</p> <p>Medium risk: 1 - observation</p> <p>High risk: 2 or more - treat</p> <p>Refer to registered professional to develop care plan.</p> <p>Discuss nutrition and hydration needs with the individual using the knowledge from the Eatwell Guide.</p>
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SAMPLE

	SCORE 0	SCORE 1	SCORE 2
	Wt Loss < 5%	Wt Loss 5-10%	Wt Loss > 10%
34 kg	<1.70	1.70 – 3.40	>3.40
36 kg	<1.80	1.80 – 3.60	>3.60
38 kg	<1.90	1.90 – 3.80	>3.80
40 kg	<2.00	2.00 – 4.00	>4.00
42 kg	<2.10	2.10 – 4.20	>4.20
44 kg	<2.20	2.20 – 4.40	>4.40
46 kg	<2.30	2.30 – 4.60	>4.60
48 kg	<2.40	2.40 – 4.80	>4.80
50 kg	<2.50	2.50 – 5.00	>5.00
52 kg	<2.60	2.60 – 5.20	>5.20
54 kg	<2.70	2.70 – 5.40	>5.40
56 kg	<2.80	2.80 – 5.60	>5.60
58 kg	<2.90	2.90 – 5.80	>5.80
60 kg	<3.00	3.00 – 6.00	>6.00
62 kg	<3.10	3.10 – 6.20	>6.20
64 kg	<3.20	3.20 – 6.40	>6.40
66 kg	<3.30	3.30 – 6.60	>6.60
68 kg	<3.40	3.40 – 6.80	>6.80
70 kg	<3.50	3.50 – 7.00	>7.00
72 kg	<3.60	3.60 – 7.20	>7.20
74 kg	<3.70	3.70 – 7.40	>7.40
76 kg	<3.80	3.80 – 7.60	>7.60
78 kg	<3.90	3.90 – 7.80	>7.80
80 kg	<4.00	4.00 – 8.00	>8.00
82 kg	<4.10	4.10 – 8.20	>8.20
84 kg	<4.20	4.20 – 8.40	>8.40
86 kg	<4.30	4.30 – 8.60	>8.60
88 kg	<4.40	4.40 – 8.80	>8.80
90 kg	<4.50	4.50 – 9.00	>9.00
92 kg	<4.60	4.60 – 9.20	>9.20
94 kg	<4.70	4.70 – 9.40	>9.40
96 kg	<4.80	4.80 – 9.60	>9.60
98 kg	<4.90	4.90 – 9.80	>9.80
100 kg	<5.00	5.00 – 10.00	>10.00
102 kg	<5.10	5.10 – 10.20	>10.20
104 kg	<5.20	5.20 – 10.40	>10.40
106 kg	<5.30	5.30 – 10.60	>10.60
108 kg	<5.40	5.40 – 10.80	>10.80
110 kg	<5.50	5.50 – 11.00	>11.00
112 kg	<5.60	5.60 – 11.20	>11.20
114 kg	<5.70	5.70 – 11.40	>11.40
116 kg	<5.80	5.80 – 11.60	>11.60
118 kg	<5.90	5.90 – 11.80	>11.80
120 kg	<6.00	6.00 – 12.00	>12.00
122 kg	<6.10	6.10 – 12.20	>12.20
124 kg	<6.20	6.20 – 12.40	>12.40
126 kg	<6.30	6.30 – 12.60	>12.60

	SCORE 0	SCORE 1	SCORE 2
	Wt Loss < 5%	Wt Loss 5-10%	Wt Loss > 10%
5st 4lb	<4lb	4lb – 7lb	>7lb
5st 7lb	<4lb	4lb – 8lb	>8lb
5st 11lb	<4lb	4lb – 8lb	>8lb
6st	<4lb	4lb – 8lb	>8lb
6st 4lb	<4lb	4lb – 9lb	>9lb
6st 7lb	<5lb	5lb – 9lb	>9lb
6st 11lb	<5lb	5lb – 10lb	>10lb
7st	<5lb	5lb – 10lb	>10lb
7st 4lb	<5lb	5lb – 10lb	>10lb
7st 7lb	<5lb	5lb – 11lb	>11lb
7st 11lb	<5lb	5lb – 11lb	>11lb
8st	<6lb	6lb – 11lb	>11lb
8st 4lb	<6lb	6lb – 12lb	>12lb
8st 7lb	<6lb	6lb – 12lb	>12lb
8st 11lb	<6lb	6lb – 12lb	>12lb
9st	<6lb	6lb – 13lb	>13lb
9st 4lb	<7lb	7lb – 13lb	>13lb
9st 7lb	<7lb	7lb – 13lb	>13lb
9st 11lb	<7lb	7lb – 1st 0lb	>1st 0lb
10st	<7lb	7lb – 1st 0lb	>1st 0lb
10st 4lb	<7lb	7lb – 1st 0lb	>1st 0lb
10st 7lb	<7lb	7lb – 1st 1lb	>1st 1lb
10st 11lb	<8lb	8lb – 1st 1lb	>1st 1lb
11st	<8lb	8lb – 1st 1lb	>1st 1lb
11st 4lb	<8lb	8lb – 1st 2lb	>1st 2lb
11st 7lb	<8lb	8lb – 1st 2lb	>1st 2lb
11st 11lb	<8lb	8lb – 1st 3lb	>1st 3lb
12st	<8lb	8lb – 1st 3lb	>1st 3lb
12st 4lb	<9lb	9lb – 1st 3lb	>1st 3lb
12st 7lb	<9lb	9lb – 1st 4lb	>1st 4lb
12st 11lb	<9lb	9lb – 1st 4lb	>1st 4lb
13st	<9lb	9lb – 1st 4lb	>1st 4lb
13st 4lb	<9lb	9lb – 1st 5lb	>1st 5lb
13st 7lb	<9lb	9lb – 1st 5lb	>1st 5lb
13st 11lb	<10lb	10lb – 1st 5lb	>1st 5lb
14st	<10lb	10lb – 1st 6lb	>1st 6lb
14st 4lb	<10lb	10lb – 1st 6lb	>1st 6lb
14st 7lb	<10lb	10lb – 1st 6lb	>1st 6lb
14st 11lb	<10lb	10lb – 1st 7lb	>1st 7lb
15st	<11lb	11lb – 1st 7lb	>1st 7lb
15st 4lb	<11lb	11lb – 1st 7lb	>1st 7lb
15st 7lb	<11lb	11lb – 1st 8lb	>1st 8lb
15st 11lb	<11lb	11lb – 1st 8lb	>1st 8lb
16st	<11lb	11lb – 1st 8lb	>1st 8lb
16st 4lb	<11lb	11lb – 1st 9lb	>1st 9lb
16st 7lb	<12lb	12lb – 1st 9lb	>1st 9lb

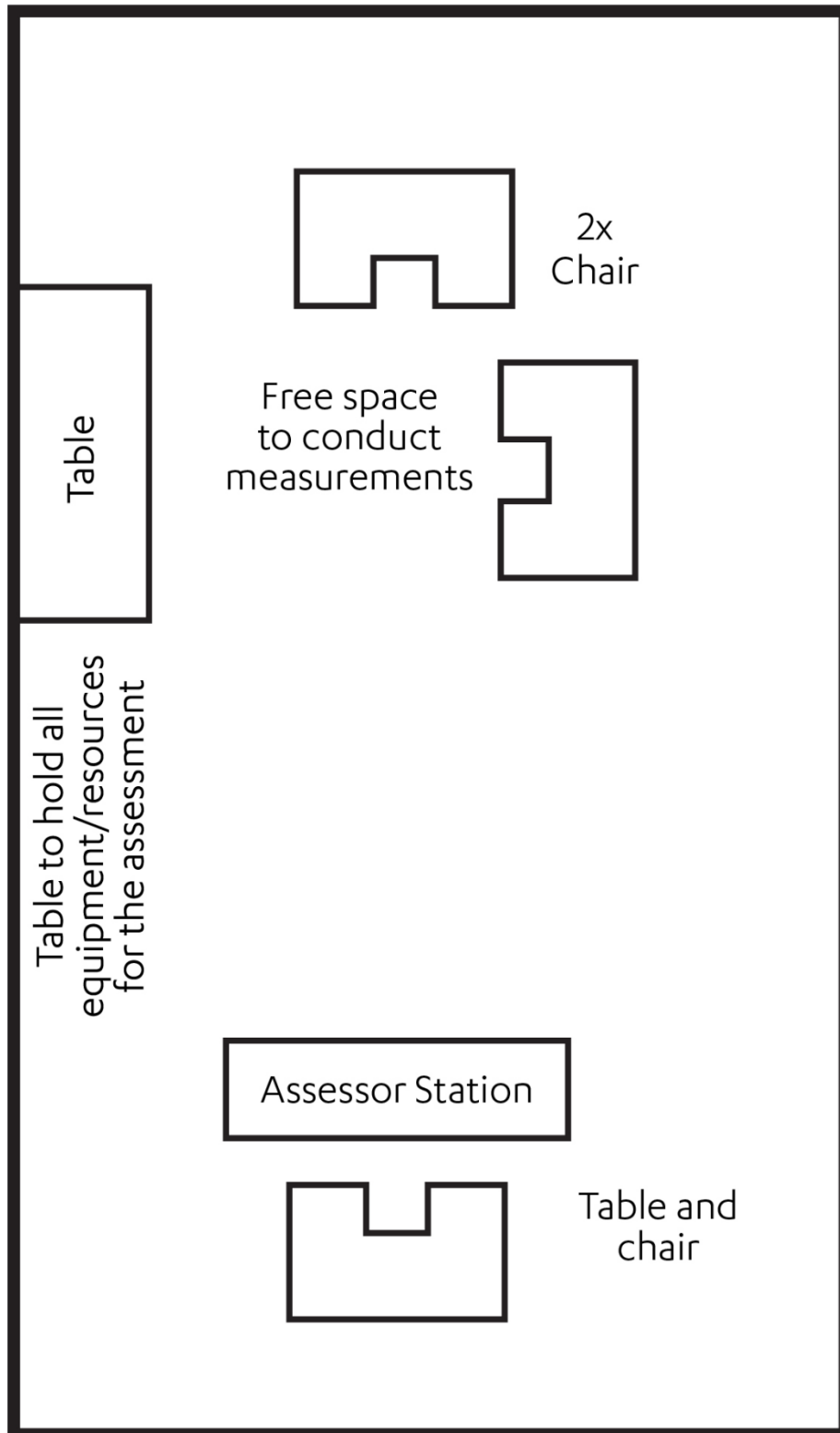
Item G: Eatwell Guide



Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

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Floor plan scenario 4



PAA mark scheme

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

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

To understand what is required to be awarded marks, students should have already been provided with a copy of the marking grids. The marking grids are published in the tutor guidance document which can be found 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 4 assessment criteria that students are assessed against. Each assessment criterion is out of a total of 4 marks.

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

When determining marks for scenario-specific skills, assessors should only consider the quality of the student's performance in that scenario. When determining a band/mark, 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 delegated clinical skills		Application of best practice, agreed ways of working and regulations/legislation in relation to delegated clinical skills		Use of equipment and/or materials and/or resources in relation to delegated clinical skills		Gaining, recording, using and/or presenting data and/or information in relation to delegated clinical skills	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
4	4	The student demonstrates excellent knowledge and understanding of the delegated clinical skills, that is sustained throughout the student's practice.	4	The student demonstrates a highly effective application of the delegated clinical skills 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 skills is always within the scope of their role and responsibilities.	4	The student demonstrates highly proficient use of equipment and/or materials and/or resources, which are always applied with accuracy and precision. The student monitors and maintains equipment and/or materials and/or resources in a highly effective way and always ensures that the equipment and/or materials and/or resources are available and correctly located, as applicable.	4	The student gains, records, uses and/or presents data and/or information in a highly effective and clear way, when assisting with the delegated clinical skills. The student consistently organises findings and information logically, as appropriate.

Band	Demonstration of knowledge and understanding of the delegated clinical skills		Application of best practice, agreed ways of working and regulations/legislation in relation to delegated clinical skills		Use of equipment and/or materials and/or resources in relation to delegated clinical skills		Gaining, recording, using and/or presenting data and/or information in relation to delegated clinical skills	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
3	3	The student demonstrates good knowledge and understanding of the delegated clinical skills, that is largely sustained throughout the student's practice.	3	The student demonstrates an effective application of the delegated clinical skills 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 skills is usually within the scope of their role and responsibilities.	3	The student demonstrates proficient use of the equipment and/or materials and/or resources, which are usually applied with accuracy and precision. The student monitors and maintains equipment and/or materials and/or resources in an effective way and mostly ensures that the equipment and/or materials and/or resources are available and correctly located as applicable.	3	The student gains, records, uses and/or presents data and/or information in an effective and mostly clear way, when assisting with the delegated clinical skills. The student usually organises findings and information logically, as appropriate.

Band	Demonstration of knowledge and understanding of the delegated clinical skills		Application of best practice, agreed ways of working and regulations/legislation in relation to delegated clinical skills		Use of equipment and/or materials and/or resources in relation to delegated clinical skills		Gaining, recording, using and/or presenting data and/or information in relation to delegated clinical skills	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
2	2	The student demonstrates satisfactory knowledge and understanding of the delegated clinical skills, that is partially sustained throughout the student's practice.	2	The student demonstrates reasonably effective application of the delegated clinical skills 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 skills 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 monitors and maintains equipment and/or materials and/or resources in a reasonably effective way and sometimes ensures that the equipment and/or materials and/or resources are available and correctly located as applicable.	2	The student gains, records, uses and/or presents data and/or information in a reasonably effective and partially clear way , when assisting with the delegated clinical skills. The student sometimes organises findings and information logically, as appropriate.

Band	Demonstration of knowledge and understanding of the delegated clinical skills		Application of best practice, agreed ways of working and regulations/legislation in relation to delegated clinical skills		Use of equipment and/or materials and/or resources in relation to delegated clinical skills		Gaining, recording, using and/or presenting data and/or information in relation to delegated clinical skills	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
1	1	The student demonstrates basic knowledge and understanding of the delegated clinical skills, that is fragmented throughout the student's practice.	1	The student demonstrates minimally effective application of the delegated clinical skills 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 skills is minimally within the scope of their role and responsibilities.	1	The student demonstrates poor use of the equipment and/or materials and/or resources, which are rarely applied with accuracy and precision. The student monitors and maintains equipment and/or materials and/or resources with limited effectiveness and rarely ensures that equipment and/or materials and/or resources are available and correctly located, as applicable.	1	The student gains, records, uses and/or presents data and/or information in a minimally effective and clear way when assisting with the delegated clinical skills. The student rarely organises findings and information logically, as appropriate.
0	No evidence demonstrated or nothing worthy of credit.							

Underpinning skills marking grid

Band	Person-centred care and service frameworks		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
4	4	<p>The student demonstrates highly effective person-centred care, ensuring that an excellent standard of safe and high-quality care is provided to all individuals.</p> <p>The student's adherence to the appropriate standards and frameworks is excellent, demonstrating exceptional core values of care, when assisting the adult nursing team with clinical skills.</p>	4	<p>The student demonstrates highly effective communication skills when assisting with delegated clinical skills for adults.</p> <p>The student always ensures that appropriate communication techniques are adopted to enhance the experience of the individual and family members/carers, where applicable.</p> <p>The student uses technical language with accuracy and they always demonstrate active listening to meet the needs of the individuals.</p>	4	<p>The student's adherence to and compliance with health and safety regulations and legislation that keeps individual's safe when assisting with delegated clinical skills is excellent.</p> <p>The student always monitors and maintains the clinical environment and demonstrates highly effective infection prevention and control procedures.</p>

Band	Person-centred care and service frameworks		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
3	3	<p>The student demonstrates effective person-centred care, ensuring that a good standard of safe and high-quality care is provided to most individuals.</p> <p>The student's adherence to the appropriate standards and frameworks is good, demonstrating good core values of care, when assisting the adult nursing team with clinical skills.</p>	3	<p>The student demonstrates effective communication skills when assisting with delegated clinical skills for adults.</p> <p>The student usually ensures that appropriate communication techniques are adopted to enhance the experience of the individual and family members/carers as appropriate, when assisting with delegated clinical skills for adults.</p> <p>The student's use of technical language is generally accurate, and they usually demonstrate active listening to meet the needs of the individuals.</p>	3	<p>The student's adherence to and compliance with health and safety regulations and legislation that keeps individual's safe when assisting with delegated clinical skills is good.</p> <p>The student mostly monitors and maintains the clinical environment and demonstrates effective infection prevention and control procedures.</p>

Band	Person-centred care and service frameworks		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
2	2	<p>The student demonstrates reasonably effective person-centred care, ensuring that a satisfactory standard of safe and high-quality care is provided to some individuals.</p> <p>The student's adherence to the appropriate standards and frameworks is satisfactory, demonstrating sufficient core values of care, when assisting the adult nursing team with clinical skills.</p>	2	<p>The student demonstrates reasonably effective communication skills when assisting with delegated clinical skills for adults.</p> <p>The student sometimes ensures that appropriate communication techniques are adopted to enhance the experience of the individual and family members/carers as appropriate, when assisting with delegated clinical skills for adults.</p> <p>The student's use of technical language is partially accurate, and they sometimes demonstrate active listening to meet the needs of the individuals.</p>	2	<p>The student's adherence to and compliance with health and safety regulations and legislation that keeps individual's safe when assisting with delegated clinical skills is satisfactory.</p> <p>The student sometimes monitors and maintains the clinical environment and demonstrates sufficient infection prevention and control procedures.</p>

Band	Person-centred care and service frameworks		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
1	1	<p>The student demonstrates minimally effective person-centred care, meaning that a limited standard of safe and high-quality care is provided to most individuals.</p> <p>The student's adherence to the appropriate standards and frameworks is poor, demonstrating limited core values of care, when assisting the adult nursing team with clinical skills.</p>	1	<p>The student demonstrates minimally effective communication skills when assisting with delegated clinical skills for adults.</p> <p>The student occasionally ensures that appropriate communication techniques are adopted to enhance the experience of the individual and family members/carers as appropriate, when assisting with delegated clinical skills for adults.</p> <p>The student's use of technical language is limited in accuracy and they rarely demonstrate active listening to meet the needs of the individuals.</p>	1	<p>The student's adherence to and compliance with health and safety regulations and legislation that keeps individual's safe when assisting with delegated clinical skills is poor.</p> <p>The student rarely monitors and maintains the clinical environment and demonstrates limited infection prevention and control procedures.</p>
0	No evidence demonstrated or nothing worthy of credit.					

Indicative content

Practical activity scenario 1

- the student will use the risk assessment documentation to safely prepare for the movement
- the student should demonstrate person-centred care, ensuring that a good standard of safe and high-quality care is provided to the individual
- the student should communicate appropriately with the individual before, during and after the movement, taking into account the individual's limited communication
- the student should explain the procedure to the individual and gain consent prior to the action being carried out
- the student should adhere to, and be compliant with, health and safety regulations when assisting with the movement
- the appropriate equipment should be selected according to the risk assessment documentation; the student should check the equipment is in good safe working order prior to use, including a visual safety check, and ensuring equipment is within service guidelines, and establishing appropriate safe working load
- the student needs to decide if they can safely move the patient alone (in this scenario they can), or if more staff are required, again using the risk assessment documentation
- the student will appropriately perform the movement following the risk assessment documentation
- the student should communicate appropriately with the individual throughout the movement and show that they are assessing for any discomfort or pain
- following the movement, the student will ensure patient comfort and safely remove any transfer equipment used
- the student will then present clearly the safe transfer of the patient to the required position using the daily care log form

Accept other appropriate actions.

Note: A variety of transfer equipment may be utilised, such as hoist, sling, slide sheets, transfer board. Students are not expected to carry out a risk assessment, but they should use the information in the moving and handling risk assessment form to plan and carry out the movement.

Practical activity scenario 2

- the student should demonstrate person-centred care, ensuring that a good standard of safe and high-quality care is provided to the individual
- the student should communicate appropriately with the individual throughout the assessment and show that they are assessing for any pain or discomfort
- the student should explain the assessment to the individual and gain consent prior to the action being carried out
- the student should adhere to and be compliant with health and safety regulations when undertaking the assessment
- the student should identify areas of pressure injury and record these areas clearly on the body map provided
- the student should complete the Waterlow pressure risk assessment chart clearly

- on completion of the assessment the student should discuss with the individual their findings from the assessment and the result of the Waterlow risk assessment. They should also discuss the appropriate dressings/tools they could use to heal the areas affected:
 - the student will state the correct equipment to treat the wounds
 - the student will discuss with the individual ways to minimise pressure injury, including regularly changing position, eating a healthy balanced diet, drinking sufficient fluids and stopping smoking

Accept other appropriate actions.

A variety of aids and dressings may be used depending on the grading of the wound.

Practical activity scenario 3

- the student should demonstrate person-centred care, ensuring that a good standard of safe and high-quality care is provided to the individual
- the student should explain the sample they would like to take and analysis they will be doing on that sample to the individual
- the student should gain consent from the individual prior to collecting any equipment
- the student should collect appropriate equipment including relevant PPE
- the student should ensure effective infection prevention and control procedures are followed in the collection and analysis of the sample
- the student should ask the individual to participate in gaining the appropriate sample
- the student should communicate appropriately with the individual before, during and after sample collection
- the student will perform a urinalysis once the urine has been collected and identify the results
- the student should adhere to and be compliant with health and safety regulations when undertaking the urinalysis
- the simulated urine will provide an abnormal urinalysis showing glucose; other changes may be seen but will differ depending on the composition of simulated urine used
- the student presents the results in the individual's notes clearly and effectively
- the student should label the specimen correctly and send to the lab ensuring all patient confidentiality measures have been taken
- the student will dispose of any waste safely and ensure the area is appropriately cleaned after

Accept other appropriate actions.

Practical activity scenario 4

- the student should demonstrate person-centred care, ensuring that a good standard of safe and high-quality care is provided to the individual
- the student should explain the risk assessment they are going to undertake to the individual and gain consent prior to collection of equipment
- the student should collect the appropriate equipment to measure the individual's height and weight
- the student should use the equipment safely to measure the individual's weight and height communicating with the individual appropriately

- the student should calculate the BMI using the measurements provided in step 1 (b) on Item E
- the student should assess weight loss using the MUST assessment
- the student should document the measurements and the results of the assessment carried out on the nutrition assessment document
- the student should identify the risk category for the individual on the nutrition assessment document clearly
- the student should communicate their findings appropriately with the individual
- the student should discuss general nutrition requirements with the patient using the Eatwell Guide including, but not limited to:
 - 5 portions of fruit and vegetables daily
 - a third of the plate should be starchy foods such as potato, rice or bread; whole grain is better for fibre content
 - some dairy each day, lower fat is better for you
 - some protein each day, such as meat, fish or pulses

Accept other appropriate actions.

Note: The risk category will be different for each individual, but the assessment should focus on the correct use of the tool.

Performance outcome grid

Scenario	O-PO1	O-PO2	O-PO3	Total
1	8	8		16
2	2	1	13	16
3	15	1		16
4	8	8		16
Underpinning	6	5	1	12
Total	39	23	14	76
% weighting	51.5	30	18.5	100

Document information

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Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Post approval, updated for publication.		January 2021
v1.1	NCFE rebrand		September 2021
v1.2	OS review Feb 23		February 2023
v1.3	Sample added as a watermark	November 2023	21 November 2023