

Occupational specialism assessment (OSA)

Supporting the Adult Nursing Team

Assignment 1

Case study

v1.0: Sample
January 2021
603/7066/X

T Level Technical Qualification in Health

Internal reference: HLTH-0003-02

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

Supporting the Adult Nursing Team

Mark scheme

Assignment 1

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About this document

This mark scheme has been written by the assessment writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a student
- information on how individual marks are to be awarded
- the allocated performance outcomes and total marks for each question

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

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

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

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

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

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

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

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

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

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a student's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor.

Remember to look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

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

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

Mark scheme

Task 1: assessment of the patient/situation

Scenario

You are assisting a staff nurse in carrying out a weekly review of Mike's care documentation. Mike appears reasonably alert but looks physically unwell and you think his condition has deteriorated although there does not appear to be a need for urgent care.

The ward team use the national early warning score (NEWS2) tool to monitor Mike's condition because they are concerned about potential deterioration, including the issue of pressure sores.

You find the following areas of concern in your review:

- the nurse looking after Mike has not calculated his NEWS2 score for the 16 June to 18 June 2020 (item B)
- whilst reading Mike's care plan and activities risk assessment, you note he sometimes complains of pain when moving around (item A)
- Mike has not been referred to a pain specialist because he becomes agitated when nurses ask him questions about it
- you decide from your observations that Mike is experiencing pain that he does not want to talk about

Task

Calculate Mike's NEWS2 score. Explain your answer and decide whether or not you would escalate his care. Make recommendations based on the case study and what you know about best practice. You should think about what can influence a NEWS2 score and pain management and the consequences of not acting on changes.

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the assessment.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none">• demonstrates excellent accuracy, detail and balanced analysis of evidence-based care in the context of the case study• includes an accurate and appropriate explanation throughout that evidences excellent understanding of the impact of long-term care• includes fully, complete and accurate documentation• presents a discussion that reflects a well thought out decision-making strategy, which clearly reflects the needs of the issues in the case study• makes recommendations that are reasoned, well-considered and contextualised• demonstrates detailed understanding of outcome-based care principles and standards

Band	Mark	Descriptor
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the assessment. Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates an accurate analysis of evidence-based care in the context of the case study • includes an accurate and appropriate explanation that evidences good understanding of the impact of long-term care • includes complete, accurate documentation but there may be 1 or 2 errors • presents a discussion that reflects an identifiable decision-making strategy, which reflects the needs of the issues in the case study • makes recommendations that are logical and mostly contextualised • demonstrates understanding of relevant outcome-based care principles and standards
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the assessment. Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a satisfactory analysis of evidence-based care in the context of the case study • includes explanation that evidences moderate understanding of the impact of long-term care • includes a completed document but there may be a number of errors • presents a discussion that reflects a moderate decision-making strategy, which reflects the issues in the case study • makes recommendations that are inconsistent and poorly contextualised • demonstrates satisfactory understanding of relevant outcome-based care principles and standards
1	1–5	<p>A basic response overall with little focus on the key demands of the assessment. Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a basic, superficial evaluation analysis of evidence-based care in the context of the case study • includes a partially accurate and appropriate explanation that evidences insufficient understanding of the impact of long-term care • includes partial and inaccurate documentation • presents a basic discussion that reflects a vague decision-making strategy, lacking insufficient application to the issues in the case study • makes recommendations that are weak and poorly contextualised • demonstrates a tenuous, vague understanding of relevant outcome-based care principles and standards
	0	No creditworthy material.

Indicative content:

The student should:

- total NEWS2 scores correctly:
 - the entries for June 16, 17 and 18 are: 9, 11 and 7
- demonstrate understanding of the principles of NEWS2, such as a tool for monitoring deterioration and overall condition, such as prompting staff to escalate care to other specialists
- make recommendations based on some of the following observations about Mike, such as:
 - signs of acute clinical deterioration, for example changes in vital signs, breaths per minute less than 8 or more than 21, or oxygen saturation % less than 96
 - influencing factors on measurements for example, respiratory conditions, stress
- demonstrate understanding of the impact and influencing factors of pain management, such as delayed recovery time
- demonstrate understanding of potential consequences of not acting on change, including impact on prognosis
- use the standardised principles of care as appropriate throughout the answer such as following local procedures, protocols and guidelines
- refer to the following NICE guidance: NG150, NG27, CG38
- refer to common factors across care settings and scenarios:
 - privacy and dignity
 - infection control
 - confidentiality

Accept other appropriate responses.

Task 2: goals/patient outcomes/planned outcomes

Scenario

As part of your care documentation review, the ward manager asks you to read Mike's care plan and identify opportunities to improve his wellbeing and general happiness as an inpatient.

Read Mike's nursing care plan and the Roper-Logan-Tierney's model of nursing (item D), which includes 11 key activities of daily living (ADL). This model is often used to ensure care planning is evidence-based and, in the patient's best interest. The ward uses the blue sheet documentation for patient goals to help staff understand what patients want from their care (item F).

The ward manager has asked you to work with Mike to ensure he achieves his ADL. Refer to the guidance in the Roper-Logan-Tierney model of nursing and the information provided in Mike's care plan.

Task

Complete the blue sheet documentation part II discussion content and the symptom management section of part III for patient goals (item F). You can use information from Mike's care plan to complete the form. You should record the information on a word processor with the sections clearly labelled.

Using your understanding of patient goals and the ADLs, recommend a course of action to support Mike to achieve good outcomes. Refer explicitly to ADLs relevant to Mike and justify your answer by considering the information in the care plan and your completion of the blue sheet.

(20 marks)

Band	Marks	Descriptor
4	16–20	<p>An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the goal.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> demonstrates excellent accuracy, detail and balanced analysis of evidence-based care in the context of the case study includes an accurate and appropriate explanation throughout, that evidences an excellent understanding of the activities of daily living in the context of inpatient care includes fully, complete and accurate documentation presents a discussion that reflects a well thought out decision-making strategy, which clearly reflects the needs of the issues in the case study makes recommendations that are reasoned, well-considered and contextualised demonstrates detailed understanding of outcome-based care principles and standards

Band	Marks	Descriptor
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the goal.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> demonstrates an accurate analysis of evidence-based care in the context of the case study includes an accurate and appropriate explanation, that evidences good understanding of most of the activities of daily living in the context of inpatient care includes complete and accurate documentation. there may be 1 or 2 errors presents a discussion that reflects an identifiable decision-making strategy for the needs of the issues in the case study makes recommendations that are logical and mostly contextualised demonstrates understanding of relevant outcome-based care principles and standards
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the goal.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> demonstrates a satisfactory, analysis of evidence-based care in the context of the case study includes explanation that evidences moderate understanding of the activities of daily living in the context of inpatient care includes a complete document but there may be a number of errors presents a discussion that reflects a moderate decision-making strategy for the needs of the issues in the case study makes recommendations that are inconsistent and poorly contextualised demonstrates satisfactory understanding of relevant outcome-based care principles and standards
1	1–5	<p>A basic response overall with little focus on the key demands of the goal.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> demonstrates a basic, superficial evaluation analysis of evidence-based care in the context of the case study includes a partially accurate and appropriate explanation that evidences insufficient understanding of the activities of daily living in the context of inpatient care documentation is either partially complete or inaccurate presents a basic discussion that reflects a vague decision-making strategy, lacking insufficient application to the issues in the case study makes recommendations that are weak and poorly contextualised demonstrates tenuous, vague understanding of relevant outcome-based care principles and standards
	0	No creditworthy material.

Indicative content

The student should:

- complete the blue sheet tool for patient goals of care includes entries in each of part I, part II and part III, in both side A and side B
- ensure that blue sheet entries reflect the case study criteria, patient goals and an understanding of person-centred care and goals and identify what other information would be expected when the blue sheet tool is completed
- demonstrate knowledge of the activities of daily living and the impact of achieving these has on health such as eating and drinking
- demonstrate understanding of how theory and models contribute to health planning, application, outcomes and use of care plans, such as enabling professionals to track progress and plan interventional change
- demonstrate an understanding of person-centred care in the context of care planning, such as how healthcare plans can help summarise multiple elements of individual need
- use the standardised principles of care as appropriate throughout the answer such as applying principles of safeguarding to care and planning
- reference to the following NICE guidance: NG150, NG27, CG38
- refer to common factors across care settings and scenarios:
 - privacy and dignity
 - infection control
 - confidentiality

Accept other appropriate responses.

Task 3: care/treatment/support plan

Scenario

You are asked to take part in daily shift handovers with your mentor and the nursing team.

During a handover, your mentor is told about a patient, Anita, with a grade 3 pressure ulcer on their left heel. A nurse discovered this during the night. Item E includes a photograph of the pressure ulcer and a skin physiology diagram.

The hospital uses the healthy skin project care plan guidance to support good skin health and prevent pressure ulcers amongst inpatients. Staff complete a wound assessment chart when they find evidence of a breakdown in skin integrity.

Task

You are assisting the staff nurse in the completion of the wound assessment chart (item G). Complete the 'other actions required' section by marking the actions you believe should be taken next.

Using the appropriate healthy skin project care plan guidance (item C) and your selections in the wound assessment chart, briefly evaluate the effectiveness of different options to prevent further pressure ulcers in this patient. In your answer, consider the possible causes of the pressure ulcer and its grade.

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>An excellent response overall that is demonstrably focused on the key demands of the support plan.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates consistent accuracy, detail and balanced analysis of skin physiology in the context of the case study • includes an accurate and appropriate explanation throughout that evidences an excellent understanding of the activities of the treatment of skin conditions in the context of inpatient care • includes fully complete and accurate documentation • presents a discussion that reflects a well thought out decision-making strategy, which clearly reflects the needs of the issues in the case study • makes recommendations that are reasoned, well-considered and contextualised • demonstrates detailed understanding of outcome-based care principles and standards
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the support plan.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates an accurate analysis of skin physiology in the context of the case study • includes an accurate and appropriate explanation that evidences a good understanding of the treatment of skin conditions, in the context of inpatient care • includes complete and accurate documentation but there may be 1 or 2 errors • presents a discussion that reflects an identifiable decision-making strategy, which reflects the needs of the issues in the case study • makes recommendations that are logical and mostly contextualised • demonstrates understanding of relevant outcome-based care principles and standards
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the support plan.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a satisfactory analysis of skin physiology in the context of the case study • includes explanation that evidences moderate understanding of the treatment of skin conditions, in the context of inpatient care • includes a complete document but there may be a number of errors • presents a discussion that reflects a moderate decision-making strategy, which reflects f the needs of the issues in the case study • makes recommendations that are inconsistent and poorly contextualised • demonstrates satisfactory understanding of relevant outcome-based care principles and standards

Band	Mark	Descriptor
1	1–5	<p>A basic response overall with little focus on the key demands of the support plan</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a basic, superficial analysis of skin physiology in the context of the case study • includes a partially accurate and appropriate explanation that evidences insufficient understanding of the treatment of skin conditions, in the context of inpatient care • documentation is either partially complete or inaccurate • presents a basic discussion that reflects a vague decision-making strategy, lacking sufficient application to the issues in the case study • makes recommendations that are weak and poorly contextualised • demonstrates tenuous, vague understanding of relevant outcome-based care principles and standards
	0	No creditworthy material.

Indicative content

The student should:

- complete the wound assessment chart to include:
 - selection of all items in the 'other actions required' section or as a minimum to include:
 - wound management care plan completed
 - family and care staff informed
 - reported to CQC and reported to safeguarding
 - 'reason for referral' is completed with appropriate comments
- demonstrate understanding of skin physiology and pathophysiology such as elements of skin, such as the epidermis layers and subcutaneous tissue
- demonstrate understanding of preventative measures and treatment of pressure ulcers such as use of waterlow tool and maintaining dressings
- demonstrate understanding of the component parts of decision-making and outcome-based care such as decision-making through assessing needs and planning care to support good health outcomes.
- use the standardised principles of care as appropriate throughout the answer such as acting in the best interests of the individual
- refer to the following NICE guidance: CG17 and NG152
- refer to common factors across care settings and scenarios:
 - privacy and dignity
 - infection control
 - confidentiality

Accept other appropriate responses.

Task 4: evaluation/monitoring effectiveness/clinical effectiveness

Scenario

Informal care givers play a key role in ensuring people with care needs achieve their long-term care and treatment goals. These can often be different to the goals or milestones prioritised by the clinical team.

Mike is increasingly frustrated with his in-patient spell and has become more positive about the MDT plan to find him a community supported living facility. He has given this a lot of thought and thinks he can be happy and safe there. He has told staff that 2 of his friends will help to look after him. The ward manager needs to complete a full assessment of need to be able to decide if this would be a safe course of action.

Task

Complete the discharge plan (item H) to indicate what will be needed for Mike to leave the hospital safely and what he will need in the community.

Consider the information in Mike’s multidisciplinary care plan. Evaluate the effectiveness of informal support that caregivers in the community would be able to give. In your answer you should make a recommendation about his request for discharge.

(20 marks)

Band	Marks	Descriptor
4	16–20	<p>An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the evaluation.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates excellent accuracy, detail and balanced analysis of informal and community care in the context of the case study • includes an accurate and appropriate explanation throughout, that evidences an excellent understanding of the activities, concept and application of social care in the context of inpatient care • includes fully, complete and accurate documentation • presents a discussion that reflects a well thought out decision-making strategy, which clearly reflects the needs of the issues in the case study • makes recommendations that are reasoned, well-considered and contextualised • demonstrates detailed understanding of outcome-based care principles and standards

Band	Marks	Descriptor
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the evaluation. Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates an accurate analysis of informal and community care in the context of the case study • includes an accurate and appropriate explanation that evidences good understanding of most of the activities, concept and application of social care in the context of inpatient care • includes complete and accurate documentation but there may be 1 or 2 errors • presents a discussion that reflects an identifiable decision-making strategy, which reflects the needs of the issues in the case study • makes recommendations that are logical and mostly contextualised • demonstrates understanding of relevant outcome-based care principles and standards
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the evaluation. Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a satisfactory analysis of informal and community care in the context of the case study • includes explanation that evidences moderate understanding of some of the activities, concept and application of social care in the context of inpatient care • includes a complete document but there may be a number of errors • presents a discussion that reflects a moderate decision-making strategy, which reflects the needs of the issues in the case study • makes recommendations that are inconsistent and poorly contextualised • demonstrates satisfactory understanding of relevant outcome-based care principles and standards
1	1–5	<p>A basic response overall with little focus on the key demands of the evaluation. Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a basic, superficial evaluation analysis of informal and community care in the context of the case study • includes a partially accurate and appropriate explanation that evidences insufficient understanding of the activities, concept and application of social care in the context of inpatient care • documentation is either partially complete or inaccurate • presents a basic discussion that reflects a vague decision-making strategy, which has limited application to the issues in the case study • makes recommendations that are weak and poorly contextualised • demonstrates tenuous, vague understanding of relevant outcome-based care principles and standards
	0	No creditworthy material.

Indicative content

The student should:

- complete the discharge plan with information relevant to the case study, this includes coherent, legible notes in these sections
 - patient/family involvement such as informal care giving, emotional support and support with motivation to maintain care plan
 - problems/needs for continued care, such as difficulty maintaining long-term care plans and challenges accessing support
 - referrals needed, such as to community care services, GPs and social prescribing
 - information in other sections is appropriate based on the case study
- demonstrate understanding of the role and key benefits of caregivers in the community and those involved in its delivery such as friends, people without clinical training who offer help with some tasks, GPs and district nurses
- demonstrate understanding of the reduction of associated risks such as depression
- demonstrate understanding of discharge planning and processes such as balance of clinical need with individual choice
- use the standardised principles of care as appropriate throughout the answer such as application of responsibilities under GDPR
- refer to the following NICE guidance: NG150, NG27, CG38
- refer to common factors across care settings and scenarios:
 - privacy and dignity
 - infection control
 - confidentiality

Accept other appropriate responses.

Performance outcome grid

Question	C-PO1	C-PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total	Knowledge	Application	Analysis
										Evaluation
1	1	5	6	9	0	0	20	5	10	5
2	6	0	0	2	10	0	20	5	10	5
3	1	3	5	5	0	8	20	5	8	6
4	7	5	0	0	8	0	20	5	7	9
Total	14	13	11	16	18	8	80	20	35	25
% Weighting	17.5	16.25	13.75	20	22.5	10	100	25	43.75	31.25

Document information

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Post approval, updated for publication.		January 2021