



T Level Technical Qualification in Health

Employer-set project (ESP)

Core skills

Provider guide with mark scheme

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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 zero 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.

Marking instructions

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.

Allocation to the highest mark within a 5 mark band should be evidence that meets the criteria wholly. For 4 marks out of a total of 5, evidence may meet the criteria mostly and convincingly; for 3, evidence is adequate to justify the band; 2 the evidence may qualify for the band with some inconsistencies; for the lowest mark, the evidence may just be meeting the criteria. This is guidance and any approach will be confirmed in standardisation.

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.

Table 1 shows which of the tasks (pieces of evidence) that will be used as the basis of judgement for each of the assessment objectives (AOs). Markers should review each of these pieces of evidence, using the indicative content to support an understanding of what they are expecting to make their judgement on, before placing the student in one of the bands.

Table 1: AO marks and Core skills by task

Task	AO1	AO2	AO3	AO4	AO5	Marks per task	Core skills
Task 1	3	12	3	2		20	CS1.1; CS5.1; CS5.2
Task 2(a)	3	12	3	2		20	CS1.2; CS2.1; CS2.2; CS2.3
Task 2(b)	3	12	3	2		20	CS1.1; CS2.2; CS3.1
Task 3(a)							CS2.1; CS2.2; CS2.3; CS3.1; CS3.2; CS4.1; CS6.1; CS6.2; CS6.3 *See note below.
Task 3(b)	3	8	3	2	4	20	CS2.1; CS2.2; CS2.3; CS3.2; CS4.2; CS6.1; CS6.2; CS6.3
Task 4		12			8	20	CS4.1; CS4.2
Total marks	12	56	12	8	12	100	
Total % of marks per AO	12%	56%	12%	8%	12%	100%	

*Core skills demonstrated in task 3(a) are credited in task 2(b), task 3(b) and task 4.

Task 1

Core skills: CS1.1, CS5.1, CS5.2

AO: AO1, AO2, AO3, AO4

Band	Mark	Descriptor
4	16–20	<p>The report:</p> <ul style="list-style-type: none"> demonstrates a thorough, well planned response with a clear and logical structure (AO1, AO4, CS5.1) is coherently written with accurate and relevant content and includes developed, meaningful and relevant references to the chosen brief (AO1, AO2, CS1.1, CS5.1, CS5.2) uses relevant terminology consistently and throughout, with no more than minor errors (AO2, CS5.2) includes a wide range of relevant and appropriate resources including multiple accurate and relevant references to evidence-based practice, theory and policy (AO3, CS5.1, CS5.2) evidences excellent application of written English skills (AO4) evidences excellent application of mathematical skills through effective use of numerical details (AO4)
3	11–15	<p>The report:</p> <ul style="list-style-type: none"> demonstrates a response with clear evidence of planning in a mostly logical structure (AO1, AO4, CS5.1) has content, which is consistently relevant, although it may contain errors, and includes detailed, relevant and accurate references to the chosen brief (AO1, AO2, CS1.1, CS5.1, CS5.2) uses relevant terminology, but not consistently and there may be errors (AO2, CS5.2) includes consistently relevant and appropriate resources including mostly correct and complete references to evidence-based practice, theory and policy (AO3, CS5.1, CS5.2) evidences good application of written English skills (AO4) evidences good application of mathematical skills through use of numerical details (AO4)
2	6–10	<p>The report:</p> <ul style="list-style-type: none"> demonstrates a partial response with some evidence of planning and a structure that is mainly logical (AO1, AO4, CS5.1) has some relevant content and contains some errors, includes moderate detail and identifies key points of the chosen brief (AO1, AO2, CS1.1, CS5.1, CS5.2) uses relevant terminology, but not always appropriately and sometimes with clear errors (AO2, CS5.2) includes some relevant resources including attempts to include references to evidence-based practice, theory or policy (AO3, CS5.1, CS5.2) evidences reasonable application of written English skills (AO4) evidences reasonable application of mathematical skills through use of numerical details (AO4)

1	1–5	<p>The report:</p> <ul style="list-style-type: none"> demonstrates a limited response with limited evidence of planning and an inconsistent structure (AO1, AO4, CS5.1) has limited accurate or relevant content and contains significant errors, is limited in detail with superficial references to the chosen brief (AO1, AO2, CS1.1, CS5.1, CS5.2) attempts to use relevant terminology, but it is seldom applied appropriately (AO2, CS5.2) includes references to limited resources including limited attempts to include references to evidence-based practice, theory or policy (AO3, CS5.1, CS5.2) evidences weak application of written English skills (AO4) evidences weak application of mathematical skills (AO4)
0	0	No creditable evidence

Indicative content

The report identifies/explains how to best support the (chosen) individual:

- identifies the individual's key needs
 - adopts a holistic approach, considering the individual's physical, emotional, social, spiritual, intellectual and environment needs
 - identifies the individual's goal
 - demonstrates relevant differentiation in communication techniques
 - support is tailored to individual's needs, for example health conditions, long term illness, pre-existing conditions
 - identifies the individual's support network, for example carers, care team and significant others
 - records the needs and wishes of the individual's support network

The report uses evidence to justify each point/recommendation:

- Personalisation Agenda (2012) to justify placing the individuals at the centre of their care
- communication barriers; for example, language, hearing, sight
- clinical expertise
- uses numerical and statistical skills to justify evidence, such as percentages, graphs, tables and numerical statistics

The report uses other appropriate and relevant sources for support and suggestions:

- references a range of sources, for example NHS website, Public Health England, Care Quality Commission (CQC)
- makes links between independent sources
- identifies potential bias in results/findings, for example outdated recommendations, lack of attention to equality and diversity
- interprets data to draw individualised conclusions

Accept any other relevant response.

Task 2(a)

Core skills: CS1.2, CS2.1, CS2.2, CS2.3

AO: AO1, AO2, AO3, AO4

Band	Mark	Descriptor
4	16–20	<p>The student's performance:</p> <ul style="list-style-type: none"> • demonstrates an excellent understanding and application of the holistic approach to ascertain the individual's care needs, support and goals (AO2, CS1.2, CS2.1) • shows an excellent understanding of communication approaches, including verbal and non-verbal communication, adapting them skilfully to meet both the needs of the individual (AO3, AO4, CS2.1, CS2.3) • demonstrates an excellent understanding of their role in the team and its scope in relation to the care planning process, and shows detailed knowledge of the principles of collaborative working and the roles within a multi-disciplinary team (AO2, AO3, CS2.2, CS2.3) • demonstrates excellent preparation skills informed by evidence-based practice to conduct the role play discussion with the individual (AO1, CS1.2, CS2.1, CS2.2, CS2.3) • demonstrates an excellent ability to succinctly present information (AO4, CS2.2, CS2.3) • evidences excellent application of written English skills (AO4)
3	11–15	<p>The student's performance:</p> <ul style="list-style-type: none"> • demonstrates a good understanding and application of the holistic approach to ascertain the individual's care needs, support and goals (AO2, CS1.2, CS2.1) • shows a good understanding of communication approaches, including verbal and non-verbal communication, adapting them appropriately to meet both the needs of the individual (AO3, AO4, CS2.1, CS2.3) • demonstrates a good understanding of their role in the team and its scope in relation to the care planning process, and shows detailed knowledge of the principles of collaborative working and the roles within a multi-disciplinary team (AO2, AO3, CS2.2, CS2.3) • demonstrates good preparation skills informed by evidence-based practice to conduct the role play discussion with the individual (AO1, CS1.2, CS2.1, CS2.2, CS2.3) • demonstrates a good ability to present information covering the majority of relevant points (AO4, CS2.2, CS2.3) • evidences good application of written English skills (AO4)

Band	Mark	Descriptor
2	6–10	<p>The student's performance:</p> <ul style="list-style-type: none"> • demonstrates a moderate understanding and application of the holistic approach to ascertain the individual's care needs, support and goals (AO2, CS1.2, CS2.1) • shows a moderate understanding of communication approaches, including some demonstration of verbal and non-verbal communication, that occasionally meet the needs of the individual (AO3, AO4, CS2.1, CS2.3) • demonstrates a moderately effective understanding of their role in the team and sometimes misapplies its scope in relation to the care planning process, collaborative working, and the roles within a multi-disciplinary team (AO2, AO3, CS2.2, CS2.3) • demonstrates satisfactory preparation skills occasionally informed by evidence-based practice to conduct the role play discussion with the individual (AO1, CS1.2, CS2.1, CS2.2, CS2.3) • demonstrates an ability to present information covering some relevant points (AO4, CS2.2, CS2.3) • evidences reasonable application of written English skills (AO4)
1	1–5	<p>The student's performance:</p> <ul style="list-style-type: none"> • demonstrates limited understanding and application of the holistic approach to ascertain the individual's care needs, support and goals (AO2, CS1.2, CS2.1) • shows a limited understanding of communication approaches, including limited demonstration of verbal and non-verbal communication, that occasionally meet the needs of the individual (AO3, AO4, CS2.1, CS2.3) • demonstrates a limited understanding of their role in the team and frequently misunderstands or misapplies its scope in relation to the care planning process, collaborative working, and the roles within a multi-disciplinary team (AO2, AO3, CS2.2, CS2.3) • demonstrates limited preparation skills occasionally informed by evidence-based practice to conduct the role play discussion with the individual (AO1, CS1.2, CS2.1, CS2.2, CS2.3) • demonstrates a limited ability to present information covering few relevant points (AO4, CS2.2, CS2.3) • evidences weak application of written English skills (AO4)
0	0	No creditable evidence

Indicative content

The preparation/plan/research for discussion for the chosen individual:

- gathers information/research from the brief of the (chosen) individual, for example, to be able to ask further questions
- contributes to a healthcare plan that identifies the (chosen) individual's needs from brief, for example, physical requirements, likes and needs
- evidences English skills

The role play discussion with the chosen individual:

- adapts communication techniques with chosen individual to meet their needs and adapt to potential barriers, for example, preferred communication, explanation of ongoing care needs, tone and body language
- identifies individual needs through open questions, for example, what support is required, what health concerns, goals and needs
- explores choices and options of chosen individual, for example, establishes what is important, what their goals are, looking at short and long-term plan
- shows consideration for individual's current and future needs, goals and wants, for example, risk assessments and safeguarding issues
- adapts techniques with chosen individual to show respect, compassion and sensitivity towards individual's equality and diversity, human rights and dignity, for example, knock before entering, ask questions and acknowledge their answers and emotions, confidentiality and ability for information to be shared with family
- identifies clear and agreed expectations with individual, for example, professional boundaries, referral

Accept all other relevant responses.

Task 2(b)

Core skills: CS1.1, CS2.2, CS3.1

AO: AO1, AO2, AO3, AO4

Band	Mark	Descriptor
4	16–20	<p>The healthcare plan demonstrates:</p> <ul style="list-style-type: none"> • well-considered, coherent and relevant healthcare planning linked to person-centred care (AO1, AO2, AO3, CS1.1) • highly justified rationale for recommendations that considers information contained within the brief, links to evidence-based practice, and references individual's goals (AO1, AO2, AO3, AO4, CS1.1, CS2.2) • high level of relevant detail that considers own role in relation to the other roles within the multi-disciplinary team and identifies a key worker (AO2, AO3, CS3.1) • justified selection of resources and/or techniques (AO3, CS2.2) • well-considered time frames for plan and reviews with justification (AO1, CS1.1) • highly detailed risk analysis with reference to key safeguarding concerns, risks and control measures (AO2, AO3, CS1.1) • evidence of excellent application of written English skills (AO4)
3	11–15	<p>The healthcare plan demonstrates:</p> <ul style="list-style-type: none"> • healthcare planning that evidences clear and relevant links to person-centred care (AO1, AO2, AO3, CS1.1) • clear rationale for recommendations that references information contained within the brief and references individual's goals with some links to evidence-based practice (AO1, AO2, AO3, AO4 CS1.1, CS2.2) • mostly relevant detail that considers own role in relation to the other roles within the multi-disciplinary team and identifies a key worker (AO2, AO3, CS3.1) • well-considered time frames for plan and reviews (AO1, CS1.1) • detailed risk analysis with reference to key safeguarding concerns, risks and control measures (AO2, AO3, CS1.1) • evidence of good application of written English skills (AO4)

2	6–10	<p>The healthcare plan demonstrates:</p> <ul style="list-style-type: none"> healthcare planning that includes mostly relevant links to person-centred care (AO1, AO2, AO3, CS1.1) recommendations that reference information contained within the brief and individual's goals identify adequate links to evidence-based practice (AO1, AO2, AO3, AO4 CS1.1, CS2.2) consideration of own role in relation to other roles within the multi-disciplinary team (AO2, AO3, CS3.1) outlined time frames for plan and reviews with moderate detail (AO1, CS1.1) moderate detail in risk analysis with reference to key safeguarding concerns (AO2, AO3, CS1.1) evidence of reasonable application of written English skills (AO4)
1	1–5	<p>The healthcare plan demonstrates:</p> <ul style="list-style-type: none"> healthcare planning that shows awareness of considering person-centred care that may be misapplied (AO1, AO2, AO3, CS1.1) recommendations that reference information contained within the brief and individual's goals is considered but limited (AO1, AO2, AO3, AO4 CS1.1, CS2.2) consideration has been made to scope of own role (AO2, AO3, CS3.1) outlined time frames for plan (AO1, CS1.1) limited detail in risk analysis with limited reference to safeguarding concerns (AO2, AO3, CS1.1) evidence of weak application of written English skills (AO4)
0	0	No creditable evidence

Indicative content

- the care and support plan should identify/explain all person-centred care concepts
- completes a care and support plan for chosen individual, for example, identifies their care and support needs
- assesses individual needs and documents them, for example, physical, emotional, social, cultural/spiritual
- adapts/responds to individual's situation/concern, for example, strategies to help with daily tasks, counselling, speech therapy, pregnancy options, meet individual's goals
- completes risk assessment or safeguarding needs for individual, for example, risk of falls, relapse prevention. Needs to match chosen individual
- identifies external support who will be involved, for example, Noah - speech therapist, Terry - CBT counsellor, Marie – physiotherapist, and Ellie - teenage pregnancy support
- documents information on healthcare plan using agreed conventions, for example, clear language and terminology, personal information
- communicates the ongoing information from the healthcare plan, for example, review dates, future assessments, key workers, primary contacts
- demonstrates own responsibilities within healthcare plan and role, for example, task or actions they are accountable for, and uses evidence to justify each point/recommendation/suggestion

- records compliance to any relevant health and safety procedures
 - records their role/work as part of a team, for example, delegating tasks, asking and responding to questions, recording and reporting
- identifies roles and responsibilities of other key workers in individual's care requirement

Accept all other relevant responses.

Task 3(b)

Core skills: CS2.1, CS2.2, CS2.3, CS3.2, CS4.2, CS6.1, CS6.2, CS6.3

AO: AO1, AO2, AO3, AO4, AO5

Band	Mark	Descriptor
4	16–20	<p>The presentation demonstrates:</p> <ul style="list-style-type: none">• high level of preparation of key points, and other content evident in relation to the task (AO1, CS6.1)• excellent use of digital resources (AO3, AO4, CS6.1)• high level of presenting skills and meaningful contribution to the discussion (AO2, AO3, CS6.2, CS6.3)• high level of communication skills including consistently strong evidence of appropriate body language, tone, pace, eye contact and rapport with audience (AO3, CS2.1, CS2.2, CS2.3)• highly detailed and relevant reflection on the key points within the report, role play and healthcare plan (AO2, AO3, CS3.2, CS4.2)• clearly articulated justification of selected strategies and techniques to help and support individual within the healthcare plan (AO3, CS3.2)• consistently accurate and relevant references to brief and evidence-based practice (AO2, AO3)• highly developed ability to reflect on and apply feedback, including a well-considered and well-reasoned response to feedback (AO2, CS3.2, CS4.2)• well-considered, informed and well-reasoned responses to tutor's questions (AO2, CS4.2)• evidence of excellent application of written English skills (AO4)

Band	Mark	Descriptor
3	11–15	<p>The presentation demonstrates:</p> <ul style="list-style-type: none"> • good level of preparation and good coverage of key points and other content evident in relation to the task (AO1, CS6.1) • good use of digital resources (AO3, AO4, CS6.1) • confident presenting skills and good contribution to the discussion (AO2, AO3, CS6.2, CS6.3) • good level of communication skills including attention to body language, tone, pace, eye contact and rapport with audience (AO3, CS2.1, CS2.2, CS2.3) • good level of detail and relevant reflection on the key points within the report, role play and healthcare plan (AO2, AO3, CS3.2, CS4.2) • comprehensive justification of selected strategies and techniques to help and support individual within the healthcare plan (AO3, CS3.2) • mostly accurate and relevant references to brief and evidence-based practice (AO2, AO3) • developed ability to reflect on and apply feedback, including a considered and reasonable response to feedback (AO2, CS3.2, CS4.2) • considered, informed and reasonable responses to tutor's questions (AO2, CS4.2) • evidence of good application of written English skills (AO4)
2	6–10	<p>The presentation demonstrates:</p> <ul style="list-style-type: none"> • effective and consistently relevant key points (AO1, CS6.1) • use of digital resources (AO3, AO4, CS6.1) • clear presenting skills and generally good contributions to the discussion (AO2, AO3, CS6.2, CS6.3) • evidence of application of appropriate body language, tone, pace, eye contact and rapport with audience (AO3, CS2.1, CS2.2, CS2.3) • relevant reflection on the key points within the report, role play and healthcare plan which is mostly accurate (AO2, AO3, CS3.2, CS4.2) • justification of selected strategies and techniques to help and support individual within the healthcare plan are mostly accurate (AO3, CS3.2) • generally accurate and relevant references to brief and evidence-based practice (AO2, AO3) • simple reflection on and application of feedback, including a reasonable response to feedback (AO2, CS3.2, CS4.2) • simple and reasonable responses to tutor's questions, evidencing some knowledge and understanding are attempted (AO2, CS4.2) • evidence of reasonable application of written English skills (AO4)

Band	Mark	Descriptor
1	1–5	<p>The presentation demonstrates:</p> <ul style="list-style-type: none"> • limited coverage of relevant points (AO1, CS6.1) • limited digital resources evident (AO3, AO4, CS6.1) • generally coherent presenting skills that offers limited relevant contributions to the discussion (AO2, AO3, CS6.2, CS6.3) • evidence of application of appropriate body language, tone, pace, eye contact and rapport with audience is limited (AO3, CS2.1, CS2.2, CS2.3) • an attempt of relevant reflections on the key points of the report, role play and healthcare plan but lacks focus (AO2, AO3, CS3.2, CS4.2) • justification of strategies and techniques to help and support individual within the healthcare plan are attempted but may lack accuracy (AO3, CS3.2) • limited accurate and relevant references to brief or evidence-based practice (AO2, AO3) • partially reasoned reflections on and applications of feedback, including acknowledgement of feedback (AO2, CS3.2, CS4.2) • simple and reasonable responses to tutor's questions evidencing limited knowledge and understanding are attempted but limited (AO2, CS4.2) • evidence of weak application of written English skills (AO4)
0	0	No creditworthy evidence

Indicative content

- presents information and findings in a range of formats, for example, PowerPoint slides, summary sheets, handouts, images, data, multi-media, tables, graphs or annotation
- demonstrates digital competence through the use of presentation software
- summarises key points from research, for example, secondary data
- presents key points from role play discussion for chosen individual and their support, such as, examples of questions used, approach to individual and support person, support needs, goals, key personnel and strategies
- adapts presentation style to meet the needs of the audience, for example, language and terminology
- openly answers questions about the healthcare plan
- demonstrates appropriate communication skills when presenting, for example, pace, tone, body language, and good use of eye contact
- clarifies information throughout the presentation at appropriate points
- actively listens to feedback from panel
- demonstrates understanding of the principles of team working, collaborative working, common goals

Accept all other relevant responses.

Task 4

Core skills: CS4.1, CS4.2

AO: AO2, AO5

Band	Mark	Descriptor
4	16–20	Reflective account demonstrates: <ul style="list-style-type: none"> a clear, well-reasoned account of performance (AO2, AO5, CS4.1, CS4.2) strong evidence-based reflection with comprehensive evaluation (AO2, AO5, CS4.1, CS4.2) reflection that comprehensively justifies own practices (AO5, CS4.2)
3	11–15	Reflective account demonstrates: <ul style="list-style-type: none"> a reasoned account of performance (AO2, AO5, CS4.1, CS4.2) reflections that refer to evidence with appropriate evaluation (AO2, AO5, CS4.1, CS4.2) reflection that consistently justifies own practices (AO5, CS4.2)
2	6–10	Reflective account demonstrates: <ul style="list-style-type: none"> an inconsistently clear or reasonable account of performance (AO2, AO5, CS4.1, CS4.2) reflections that include adequate references to evidence, demonstrating moderate evaluation (AO2, AO5, CS4.1, CS4.2) reflection that partially justifies own practices (AO5, CS4.2)
1	1–5	Reflective account demonstrates: <ul style="list-style-type: none"> a limited account of performance (AO2, AO5, CS4.1, CS4.2) attempts to link relevant reflection with evidence are tenuous and evaluation is limited (AO2, AO5, CS4.1, CS4.2) reflection that inconsistently justifies own practices (AO5, CS4.2)
0	0	No creditable evidence

Indicative content

- reflects against own practices and records from experiences, for example, what went well, what could be improved, and further developments
- outlines reflections and experiences that includes the approach taken, for example, approach to the role play, case study and how to improve own knowledge
- consideration of own performance against tasks and objectives, for example, strengths and limitations
- identifies conclusions taken from the tasks/experience

- identifies areas for improvement, for example, communication skills, working as part of a team, understanding the healthcare plan process, understanding person-centred care
- demonstrates understanding of the key principles of research skills
- demonstrates ability to carry out a detailed investigation into a specific problem
- selects appropriate sources of secondary and primary data and extracts information
- demonstrates ability to draw conclusions and make recommendations, such as future improvements
- uses evaluation skills and draws conclusions

Accept all other relevant responses.

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
v1.1	NCFE rebrand.		September 2021