

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Adult Nursing Team

Assignment 3 - Professional discussion

Mark scheme

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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.

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

Performance outcomes

This assessment requires students to demonstrate the following:

Supporting healthcare (core)

PO1	Assist with an individual's overall care and needs to ensure comfort and wellbeing
PO2	Assist registered health professionals with clinical or therapeutic tasks and interventions
PO3	Undertake a range of physiological measurements

Supporting the adult nursing team (option A)

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

Theme 1: supporting overall care and wellbeing

Question 1

Part A

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

Part B

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

(12 marks)

Band	Mark	Descriptor
4	10–12	<p>Description of a time when the student assisted an individual is highly detailed, demonstrating excellent knowledge and understanding of the importance of compliance with the nutrition assessment.</p> <p>The student has suggested a very high level of skills and behaviours consistent with actual or intended application of knowledge practice.</p> <p>Explanation of the actions needed provided examples of excellent supportive interventions required for the individual and allow for a highly effective response to how the student was able to support the individual's specific fluid and nutritional requirements.</p> <p>The student reflected upon caring through comprehensive and consistent examples of congruent actions that ensure the wellbeing of the individual.</p>
3	7–9	<p>Description of a time when the student assisted an individual is moderately detailed, demonstrating good knowledge and understanding of the importance of compliance with the nutrition assessment.</p> <p>The student has suggested a good level of skills and behaviours and is generally consistent with actual or intended application of knowledge to practice.</p> <p>Explanation of the actions needed provided reasonable examples of good supportive interventions required for the individual, allowing for a moderately effective response to how the student was able to support the individual's specific fluid and nutritional requirements.</p> <p>The student reflected upon caring through some examples of congruent actions that consistently ensure the wellbeing of the individual.</p>

Band	Mark	Descriptor
2	4–6	<p>Description of a time when the student assisted an individual has some detail, demonstrating some limits to knowledge and understanding of the importance of compliance with the nutrition assessment.</p> <p>The student has suggested a moderate level of skills and behaviours and/or a general inconsistency with actual or intended application of knowledge to practice.</p> <p>Explanation of the actions needed for supportive interventions required for the individual is satisfactory but is lacking in detail or examples of either knowledge of why, or information of how the student should be able to support the individual's specific fluid and nutritional requirements.</p> <p>The student reflected upon caring to a satisfactory extent but with examples that are inconsistent with actions that ensure the wellbeing of the individual.</p>
1	1–3	<p>Description of a time when the student assisted an individual to meet their individual fluid and nutritional needs has limited detail, with limited evidence of knowledge or understanding of the importance of compliance with the nutrition assessment.</p> <p>The student has suggested limited skills and behaviours and weak consistency with actual or intended application of knowledge to practice or introduced information which is largely irrelevant.</p> <p>Explanation of the actions needed for supportive interventions of the individual is poor with limited awareness of individual's specific fluid and nutritional needs and/or relevant requirements for supportive interventions.</p> <p>A basic response that demonstrates a limited reflection and limited examples of awareness of how the actions taken were caring and ensured the wellbeing of the individual.</p>
	0	No creditworthy material.

Indicative content

Describe a relevant experience of supporting an individual to meet fluid and nutritional needs, these should include examples.

Describe how meeting fluid and nutritional needs was assessed.

Describe why assessment was needed.

Provide knowledge of the assessment utility and how it informed the care needs of the particular individual.

Describe how to adhere to the care plan according to assessment findings.

Provide knowledge of the particular clinical tasks undertaken to support nutritional needs.

Students should explain their actions by providing examples of provision of care and support for an individual with explanations of why and how interventions were supportive for their specific needs and contributes to their wellbeing.

Answers to 1A and 1B should provide evidence of knowledge development in the following areas:

- a relevant experience of supporting an individual to meet fluid and nutritional needs
- how meeting fluid and nutritional needs was assessed
- demonstrate knowledge of the principles of fluid and nutritional needs

- the range of clinical tasks undertaken to promote and support wellbeing in relation to nutrition and hydration in adult nursing
- how the collection of specimens and undertaking patient observations in adult nursing supports a range of risk assessments and clinical assessments undertaken by registered professionals

Answers to 1A and 1B should provide evidence of skill development in the following areas:

- support risk assessments for adults and escalate where appropriate

The following are examples (list is not exhaustive) of key experiences that would provide relevant material for the professional discussion for 1A and 1B:

- supporting an individual to eat and drink with an identified health condition or disability
- assist a person who is undernourished to support them to eat and drink
- undertaking nutritional assessments (for example, calculating a risk assessment score such as malnutrition universal scoring tool or carrying out swallowing assessment recommendations documented within the individual's care plan)
- supporting a service user to make appropriate dietary choices/independence (for example, cooking, shopping for food, planning menus, supporting therapy to relearn to eat independently)
- respond to changes/emergency in a service user's hydration and/or nutritional status (for example choking, aspiration)
- monitoring an individual's fluid intake and output using appropriate representation to reflect healthcare sector standard practice
- following infection control procedures to assist a person with their nutritional and fluid needs
- dietary planning, including accurate calculations for calorie intake for an individual
- identifying the signs of poor nutrition and hydration in an individual
- promoting adequate nutrition and hydration
- giving explanations to others supporting an individual's nutritional and fluid needs in a clear and unambiguous way
- asking questions to test understanding of an individual to assess capacity to make own nutritional decisions

Question 2

Part A

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

Part B

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

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>Explanation of current best practice and agreed ways of working is highly detailed, with a range of relevant examples that demonstrate application of knowledge and understanding to the specific context to provide highly effective holistic and person-centred care.</p> <p>Assessment of implementation of best practice and agreed ways of working was comprehensive and highly objective, reflective of own ability and limitations, as well as the impact of others and organisational considerations.</p> <p>Reflective practices evidenced a comprehensive use of a reflective cycle using thought provoking and highly relevant themes, allowing for a highly effective critical evaluation of their individual strengths and limitations, as well as identifying highly relevant factors within the domain of other individuals and organisations.</p> <p>Excellent evaluation of their own performance, reflecting upon achievement of a comprehensive range of knowledge and skills and identify a range of areas for development in a highly constructive way in order to provide individualised care to ensure comfort and wellbeing.</p>
3	11–15	<p>Explanation of current best practice and agreed ways of working is moderately detailed, with some useful and relevant examples that demonstrate application of knowledge and understanding to the specific context to provide effective holistic and person-centred care.</p> <p>Assessment of implementation of best practice and agreed ways of working was reasonable and objective, reflective of their own ability and limitations but perhaps without a high level of awareness of the impact of others and organisational considerations.</p> <p>Reflective practices evidenced a good use of a reflective cycle using some relevant themes, allowing for a reasonably effective critical evaluation of their individual strengths and limitations, as well as identifying moderately relevant factors within the domain of other individuals and/or organisations.</p> <p>Good evaluation of their own performance reflecting upon achievement of good knowledge and skills and identifying some areas for development in a moderately constructive way in order to provide individuals overall care and need, to ensure reasonable comfort and wellbeing, but with some limits to either their self-awareness or ability to feed forward reflectively.</p>

Band	Mark	Descriptor
2	6–10	<p>Explanation of current best practice and agreed ways of working has some relevant details and would benefit from more examples. Application of knowledge and understanding to the specific context demonstrates confident and/or competent provision of holistic and/or person-centred care.</p> <p>Assessment of implementation of best practice and agreed ways of working was attempted but lacked objectivity and/or rationale, and reflection limited by a lack of evidence, allowing only limited analysis of their individual performance, or overly focused on the behaviour of others or organisational considerations.</p> <p>Reflective practices evidenced incomplete use of a reflective cycle or focused on themes of lower relevance therefore effectiveness of critical evaluation was limited, or focused entirely on either their individual strengths or weaknesses, and/or those within the domain of others and/or the organisation.</p> <p>Moderate evaluation of their own performance limited by a lack of detailed reflection upon achievement of knowledge and skills or identified some areas of need for development but did not select the most relevant. There is limited constructive links between reflection on knowledge and skills towards behaviours providing individuals overall care and need, to confidently ensure reasonable comfort and wellbeing, and self-awareness is limited, constraining constructive reflection.</p>
1	1–5	<p>Explanation of current best practice and agreed ways of working is lacking detail and could have benefited from some examples, demonstrating limited congruence in application of knowledge and understanding to the specific context.</p> <p>Assessment of implementation of best practice was poorly attempted, with limited awareness of their individual performance and limited identification of areas for personal and professional development.</p> <p>Reflective practices evidenced very limited use of a reflective cycle or focused on themes of no relevance therefore effectiveness of critical evaluation was poor with very limited identification of individual strengths or weaknesses, or only focused on those within the domain of others and/or the organisation.</p> <p>Limited evaluation of their own performance, lacking detailed reflection upon achievement of knowledge and skills, and did not identify any areas for development. There is no constructive links between reflection on knowledge and skills towards behaviours providing individuals with care to ensure reasonable comfort and wellbeing, and self-awareness is very limited, providing very limited constructive reflection.</p>
	0	No creditworthy material.

Indicative content

Demonstrate appropriate knowledge, skills and behaviours in best practice and agreed ways of working were implemented, including any organisational considerations.

The examples are not exhaustive, nor is it expected that the student must cover all to achieve optimal marks.

It will be important the student makes relevant links between the knowledge of the individual's needs in relation to nutrition, as well as knowledge and skills that facilitate meeting those needs in a person-centred and safe way in line with best practice and agreed ways of working.

Markers should assess holistically, determining the student's overall ability to reflect on experiences, by considering the extent the student uses a full cycle of reflection linking appropriate knowledge to their skills and behaviours.

The student should reflect on the knowledge and skills developed from other aspects of the curriculum (for example, the health pathway core).

Crucially the student should demonstrate they can:

- evaluate the extent they provide care which is consistent with maximising individuals' wellbeing and in scope within own role and developmental level
- reflect against own learning, respond to feedback and describe areas in need of personal development relevant to the theme

Accept other appropriate responses.

Theme 2: working as part of a team

Question 3

Part A

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

Part B

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

(12 marks)

Band	Mark	Descriptor
4	10–12	<p>Description showed excellent ability to judge own performance when working as part of a team to assist health professionals to undertake physiological measurements with excellent knowledge of the importance of using equipment correctly, recording findings and calculating scores.</p> <p>Information is highly detailed, demonstrating an excellent knowledge of necessity, timing, methods, normal ranges involved in a range of physiological measurements, and description of how actions supported the team was very highly perceptive.</p> <p>Explanation of the response to abnormal physiological measurements was highly effective in recognising abnormal results and following local protocols. There was a very high value placed upon the importance of precision and accuracy and its implications.</p> <p>Explanation of the importance of recording all results in correct formats was highly consistent with excellent knowledge of the implications of this action or omission.</p>
3	7–9	<p>Description showed good ability to judge own performance when working as part of a team to assist health professionals to undertake physiological measurements with very good or good knowledge of the importance of using equipment correctly, recording findings, and calculating scores.</p> <p>Information is detailed, demonstrating good knowledge of necessity, timing, methods, normal ranges involved in a range of physiological measurements, and description of how actions supported the team was reasonably perceptive.</p> <p>Explanation of the response to abnormal physiological measurements was effective in recognising abnormal results and following local protocols. There was a high value placed upon the importance of precision and accuracy and its implications.</p> <p>Explanation of the importance of recording all results in correct formats was consistent with good knowledge of the implications of this action or omission.</p>

Band	Mark	Descriptor
2	4–6	<p>Description showed moderate ability to judge own performance when working as part of a team to assist health professionals to undertake physiological measurements with some good knowledge of the importance of using equipment correctly, recording findings and calculating scores.</p> <p>Information is partial in detail, demonstrating limits to knowledge of necessity, timing, methods, normal ranges involved in a range of physiological measurements and description of how actions supported the team was partially perceptive.</p> <p>Explanation of the response to abnormal physiological measurements was partial in detail in recognising abnormal results and following local protocols. There was some value placed upon the importance of precision and accuracy but limited knowledge of its implications.</p> <p>Explanation of the importance of recording all results in correct formats lacked consistency with some limits to knowledge of the implications of this action or omission.</p>
1	1–3	<p>Description showed limited ability to judge own performance when working as part of a team to assist health professionals to undertake physiological measurements with limited knowledge of the importance of using equipment correctly, recording findings and calculating scores.</p> <p>Information is lacking detail, demonstrating limits to knowledge of necessity, timing, methods, normal ranges involved in a range of physiological measurements, and how actions supported the team were limited or not perceptive.</p> <p>Explanation of the response to abnormal physiological measurements was limited in recognising abnormal results and following local protocols. There was little value placed upon the importance of precision and accuracy and limited knowledge of its implications.</p> <p>Explanation of the importance of recording all results in correct formats was limited with little knowledge of the implications of this action or omission.</p>
	0	No creditworthy material.

Indicative content

Describe how they performed undertaking physiological measurements and knowledge of normal values.

Explain why these measurements are necessary, for example, provision of therapeutic interventions such as, pulse oximetry and oxygen administration.

Understand when measures are to be taken and how this supports the team (for example, on admission to a ward or A&E).

Describe how these measurements are taken.

Explain how to monitor elimination, nutrition, or hydration, for example, use of urine charts, fluid balance, bowel charts or food diaries.

Describe the relevant range of equipment used to monitor, record and support the overall care and wellbeing of individuals.

Some examples of the specific monitoring equipment.

Reflect and evaluate against own performance of undertaking the clinical skill including precision and accuracy of findings while recording any implications or meaning of these.

Question 4

Part A

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

Part B

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

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>Assessment of how working and failing to work within the scope of your own role when undertaking a range of physiological measurements, was highly detailed using a range of highly relevant examples of how these actions and omissions can impact on the duties and responsibilities of others.</p> <p>Assessment of compliance with legislation, codes of conduct and local protocols, considered a range of highly relevant factors which are implicated in professional accountability.</p> <p>Evaluation of the use of feedback was highly relevant to the context of physiological measures and demonstrated a very high engagement with personal and professional reflection and very high intention towards self-improvement.</p> <p>Themes were very clearly articulated and expressed a great depth of reflection on what went well, not so well, and indicated areas for improvement with a very high level of self-awareness as well as a very high awareness of the benefits of feeding forward with accurate and clear indicators of personal action planning.</p>
3	11–15	<p>Assessment of how working and failing to work, within the scope of your own role when undertaking a range of physiological measurements was detailed using a range of relevant examples, or one highly relevant example of how these actions and omissions can impact on the duties and responsibilities of others.</p> <p>Assessment of compliance with legislation, codes of conduct and local protocols, considered a range of relevant factors, or one highly relevant factor which are implicated in professional accountability.</p> <p>Evaluation of the use of feedback was relevant to the context of physiological measures and demonstrated a good engagement with personal and professional reflection and good intention towards self-improvement.</p> <p>Themes were consistently clearly articulated and expressed some reflection on what went well, not so well, and indicated areas for improvement with a good level of self-awareness as well as good awareness of the benefits of feeding forward and with good indicators of personal action planning but which would benefit from greater clarity.</p>

Band	Mark	Descriptor
2	6–10	<p>Assessment of how working and failing to work, within the scope of own role when undertaking a range of physiological measurements provided some relevant detail using some examples of how these actions and omissions can impact on the duties and responsibilities of others but required greater explanation or exploration.</p> <p>Assessment of compliance with legislation, codes of conduct and local protocols, considered some relevant factors which are implicated in professional accountability but lacked detail and/or application to context.</p> <p>Evaluation of the use of feedback was moderately relevant to the context of physiological measures, but may have veered off theme, and, demonstrated good engagement with personal and professional reflection and good intention towards self-improvement, or demonstrated very good engagement with personal and professional reflection but would have benefitted from greater intention towards self-improvement.</p> <p>Themes were not clearly articulated and expressed some reflection only on what went well or only on what went not so well. Did not indicate areas for improvement with a sufficient level of self-awareness and/or a sufficient level of awareness of the benefits of feeding forward and with limited or no clear indicators of personal action planning.</p>
1	1–5	<p>Assess how working and failing to work, within the scope of your own role when undertaking a range of physiological measurements, provided limited detail and examples of how these actions and omissions can impact on the duties and responsibilities of others.</p> <p>Assessment of compliance with legislation, codes of conduct and local protocols considered limited factors which are implicated in professional accountability and limited detail and/or application to context.</p> <p>Evaluation of the use of feedback was limited. Relevance to the context of physiological measures demonstrated limited engagement with personal and professional reflection and limited intention towards self-improvement.</p> <p>Themes were not clearly articulated and expressed little reflection on what went well or not so well. Did not indicate areas for improvement, with an insufficient level of self-awareness and with limited awareness of the benefits of feeding forward with limited indicators of personal action planning.</p>
	0	No creditworthy material.

Indicative content

- use knowledge and scope of their own role in relation to training, competence, safeguarding, knowing points of referral, and working as part of a team within organisational protocols, and use this to apply it to taking physiological observations
- assess the impact that safe and competent practice has on the duties and responsibilities of those professionally accountable
- assess how failing can impact on the duties and responsibilities of others
- explain responsibilities to perform physiological measures
- draw upon knowledge and skills of the code of conduct for healthcare support workers

- demonstrate the nature of feedback given in relation to undertaking physiological measurements
- explain how feedback is used as essential support for professional development and address this for future improvement
- discuss the benefits of aspects of responding to feedback from multiple perspectives
- evaluate how they have used feedback, the students should make links to personal development planning and how this has developed their qualities

Accept other appropriate responses.

Theme 3: assisting with skin integrity assessment

Question 5

Part A

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

Part B

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

(12 marks)

Band	Mark	Descriptor
4	10–12	<p>Description of the student assisting in assessment of skin integrity for an individual is highly detailed, demonstrating an excellent knowledge with understanding and use of skills and behaviours consistent with application of knowledge to practice.</p> <p>Explanation of actions following assessment of skin integrity demonstrates awareness of how to respond, is comprehensive, demonstrating skills and behaviours to ensure highly effective and wholly appropriate care to reduce the risk of pressure ulcers developing or deteriorating.</p>
3	7–9	<p>Description of the student assisting in assessment of skin integrity for an individual is moderately detailed, demonstrating good knowledge with understanding and use of skills and behaviours consistent with application of knowledge to practice.</p> <p>Explanation of actions following assessment of skin integrity demonstrates understanding of how to respond is good, demonstrating skills and behaviours to ensure effective and appropriate care to reduce the risk of pressure ulcers developing or deteriorating.</p>
2	4–6	<p>Description of the student assisting in assessment of skin integrity for an individual is satisfactory. Demonstration of knowledge and understanding shows some limitations and use of skills and behaviours lacks consistency and/or reliability of application of knowledge to practice.</p> <p>Explanation of actions following assessment of skin integrity demonstrates some understanding of how to respond, but there are limits to this, and skills and behaviours suggest uncertainty that effective and appropriate care would be taken to reduce the risk of pressure ulcers developing or deteriorating or introduced information which is not entirely relevant.</p>

1	1–3	<p>Description of the student assisting in assessment of skin integrity for an individual is lacking in detail. Demonstration of knowledge and understanding is limited and use of skills and behaviours lacks consistency and reliability of application of knowledge to practice.</p> <p>Explanation of actions following assessment of skin integrity demonstrates limited understanding of how to respond in order to reduce the risk of pressure ulcers. Failure to demonstrate adequate skills and behaviours suggesting ineffective, inappropriate or inadequate care to reduce the risk of pressure ulcers developing or deteriorating, or introduced information, most of which may be irrelevant.</p>
	0	No creditworthy material.

Indicative content

- how to carry out a skin integrity assessment and why it is important to do so
- describe the actions of carrying out the skin integrity assessment which demonstrates they examined the skin
- articulate the reasons for the importance of carrying out skin integrity assessments
- describe the outcome of the skin integrity assessment and draw upon knowledge of the structure and function of the skin
- describe the factors that affect skin integrity and the impact of lifestyle, environment, medical conditions and treatments
- explain the relevant skin conditions as appropriate in relation to the assessment they performed
- evaluate findings on assessment to how pressure injuries develop
- explain the use of any treatment relevant to the particular assessment
- demonstrate how supportive actions and appropriate care can reduce the risk of pressure ulcers developing or deteriorating
- demonstrate awareness from all aspects of the course, including 6cs and person-centred values

Accept other appropriate responses.

Question 6

Part A

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

Part B

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

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>Explanation of how assessing other needs from the 12 activities of daily living (ADLs) could prevent pressure ulcers forming or deteriorating is highly detailed and used a range of examples, demonstrating excellent knowledge, skills and behaviours.</p> <p>There are specific detailed examples or details of how they can apply this to practice and prevent pressure ulcers developing or deteriorating.</p> <p>Evaluation of the impact of comprehensive assessment of ADLs is detailed and uses relevant themes with excellent depth and breadth, demonstrating holistic and person-centred values using a wide range of examples which demonstrate impact on quality of life.</p> <p>An excellent synthesis of ADL themes and utility of accurate and comprehensive assessment allows for a highly effective judgement of the impact of actions and omissions on wellbeing and quality of life.</p>
3	11–15	<p>Explanation of how assessing other needs from the 12 ADLs could prevent pressure ulcers forming or deteriorating is moderately detailed, demonstrating good knowledge, skills and behaviours.</p> <p>There are reasonable examples or details of how they can apply this to practice and can prevent pressure ulcers developing or deteriorating.</p> <p>Evaluation of the impact of comprehensive assessment of ADLs is good and uses relevant themes with reasonable depth and/or breadth demonstrating holistic and person-centred values using some relevant examples which demonstrate impact on quality of life.</p> <p>A good synthesis of ADL themes and utility of accurate and comprehensive assessment allows for a moderately effective judgement of the impact of actions and omissions on wellbeing and quality of life.</p>

Band	Mark	Descriptor
2	6–10	<p>Explanation of how assessing other needs from the 12 ADLs could prevent pressure ulcers forming or deteriorating is evident but to only a limited degree.</p> <p>Inconsistent relevance and/or accuracy in knowledge, skills and behaviours, with inconsistency in examples or details of how they can apply this to practice provides insufficient confidence the student can take appropriate actions to prevent pressure ulcers developing or deteriorating.</p> <p>Evaluation of the impact of comprehensive assessment of ADLs is attempted and uses relevant themes but without sufficient depth and/or breadth to fully demonstrate holistic and person-centred values and would benefit from more relevant examples which demonstrate impact on quality of life.</p> <p>A limited synthesis of ADL themes and utility of accurate and comprehensive assessment was attempted allowing for some limited judgement of the impact of actions and/or omissions on wellbeing and/or quality of life.</p>
1	1–5	<p>Explanation of how assessing other needs from the 12 ADLs could prevent pressure ulcers forming or deteriorating lacks sufficient detail and examples, demonstrating limited knowledge, skills and behaviours. Examples are frequently unclear or details of how they can apply this to practice indicate they would be unable to prevent pressure ulcers developing or deteriorating.</p> <p>Evaluation of the impact of comprehensive assessment of ADLs is poor and without use of relevant themes or limited depth and breadth and did not demonstrate holistic and person-centred values and would benefit from some or more relevant examples which demonstrate impact on quality of life.</p> <p>A limited synthesis of ADL themes and utility of accurate and comprehensive assessment was attempted allowing for limited judgement of the impact of actions or omissions on wellbeing or quality of life.</p>
	0	No creditworthy material.

Indicative content

Provide a range of examples (minimum 3) to explain the relationship between skin integrity and the purposes of assessment of functional activities of daily living.

Other examples may be included and justified in relation to promotion of skin integrity.

Treatment of activities of ADL.

Crucially the student should demonstrate they can appreciate the benefits of comprehensive ADL assessment on the quality of life for individuals.

Accept other appropriate responses.

Performance outcome grid

Question	C-PO1	C-PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total
Theme 1							
1				12			12
2	20						20
Theme 2							
3			12				12
4		20					20
Theme 3							
5						12	12
6					20		20
Total	20	20	12	12	20	12	96
% weighting	20.8333	20.8333	12.5	12.5	20.8333	12.5	100

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