

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Dental Nursing

Assignment 2 - Structured observations

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 observable actions 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 the observations you assess throughout the marking period. This is to ensure fairness to all students who must receive the same treatment. You must assess the first student in exactly the same way as you assess the last.

The mark scheme must be referred to throughout the entirety of each observation. You should familiarise yourself with the levels of response descriptors before each observation and then use the mark scheme as a checklist in real-time, while the student completes the activities for each scenario. Furthermore, you must ensure that you apply the mark scheme consistently to all observations you assess throughout the entire marking period. Do not change your approach to assessment once you have been standardised.

Reward students positively and give credit for what they have demonstrated, rather than what they might have omitted. The only exception is if a student omits a key safety requirement that is essential for the activity. This information is signposted in the Indicative content.

Utilise the whole mark range and always award full marks when the student's demonstration merits them.

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

The marks awarded for each observation 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

Each scenario for the structured observations assessment is comprised of 4 different stages. The stages have been designed to follow in a chronological order. You must use each level of response marking grid as the student progresses through each stage, making assessment judgments in real time. However, if a student demonstrates an assessed skill at a different point within the observation, then every effort must be made to reward this. You are therefore encouraged to make notes throughout the observation and review your assessment decisions after the observation is completed.

Level of response marking grids have been designed to award a student's demonstration of specific skills across all 4 performance outcomes. The grids are broken down into levels: each level is associated to a descriptor indicating the performance at that level. Each level has been constructed to reflect a student's level of competency. However, as a student's overall achieved grade will be determined by awarding processes, the band descriptors are intended as a guide only. Assessors should use the following guidance when considering placement within a band, using the Indicative content as guides for the types of actions that a student may demonstrate for each activity.

The levels for each assessed skill should be broadly viewed as follows:

- level 3 (excellent): the student is fully competent in the assessed skill and demonstrates additional, relevant ability which exceeds minimum competency standards
- level 2 (reasonable): the student is fully competent in the main skill being assessed
- level 1 (basic): the student is working towards competency in the assessed skill, though may demonstrate some errors and/or inconsistencies
- level 0 (limited): the student is incompetent in the main area of the assessed skill

As previously mentioned, during certain stages of the scenario, it may be appropriate to judge a student as incompetent due to unsafe or inappropriate actions. The Indicative content provides detail of instances where this applies. Assessors should intervene if they see something that is unsafe and/or inappropriate. In the first instance, this may be done by a direct question to the student connected to the issue, such as, 'Are you sure that <issue> is safe?'. If this prompts the student to correct the mistake then no further action is required, however, the student should be placed in the lowest band (as per in the instructions in the Indicative content) for the associated assessed skill. If the student does not correct their mistake and there is still a potential for their actions to be unsafe for the patient then a further intervention is permitted, such as correcting the issue yourself or asking another member of staff that is present.

When determining a level, you should use a bottom-up approach for the skill being assessed, together with the examples of actions typical for the observation, as detailed in the Indicative content and explained at the standardisation training.

You are reminded that the Indicative contents are there as guides: you must credit any other suitable actions a student may demonstrate during the observation, being mindful of the real-world context (for example, if something occurs during the observation that is beyond the control of the student, then you should use your professional judgement to assess how the student responded). It is not a requirement either that students must cover all of the Indicative contents (including the typical, observable actions) to be awarded full marks.

Performance outcomes

This assessment requires students to demonstrate the following:

Performance outcome 1	Carry out a range of dental procedures to support dental professionals at 'chairside'
Performance outcome 2	Provide factual information and up to date advice to help patients to maintain and improve their oral health
Performance outcome 3	Accurately record patients' dental information to contribute to their treatment and dental care on dental charts, using technology where appropriate
Performance outcome 4	Prepare, mix and handle filling and impression material in an appropriate and timely way

Scenario 1

Scenario details:

An adult patient has an appointment for a posterior composite filling.

Patient profile:

- adult patient
- can be existing patient or new patient
- be the last appointment of the day to allow for a close down of the dental surgery

Assessor judgement guidance

Before you observe a student, you should familiarise yourself with the scenario and subsequent 4 stages. Each stage assesses 3 skills, as detailed in the levels-based marking grid, and is supported with associated Indicative content and examples of typical, observable actions that a student may perform at each stage of the scenario. Whilst the typical, observable actions may, in some cases, closely cover the likely actions demonstrated by students, assessors are reminded that assessment judgements should consider this quality of the demonstrated skill as per the levels-based descriptors.

The Indicative content is displayed first for each stage of the scenario, you should ensure that you have also familiarised yourself with this before you begin assessing the student. However, you are reminded that these serve as illustrative examples only and are not an exhaustive list: they are intended to support your professional judgement.

The corresponding marking grid is then provided. You should use this grid throughout each stage of the observation to help you form real-time, assessment judgements on the student's performance.

1(a) Providing and using appropriate personal protective equipment (PPE) whilst preparing for the procedure (9 marks)

Indicative content

The 3 skills to be assessed whilst the student prepares the instruments for the procedure are S1.68, S1.69 and S1.76.

S1.68 may be demonstrated by:

- providing appropriate PPE, in a suitable order (for example, uniform, apron, mask, eye protection then gloves)
- avoiding cross-contamination

S1.69 may be demonstrated by:

- appropriate handwashing techniques
- not going into drawers or cupboards with contaminated gloves on
- using alcohol gel between the removal and reapplication of gloves during the treatment

S1.76 may be demonstrated by:

- showing evidence of zoning - clean and dirty zones
- providing appropriate PPE for the patient
- providing appropriate PPE for the dentist

Typical, observable actions

During this stage of the scenario, it is likely that you will observe the student completing the following actions:

- using alcohol gel between the removal and reapplication of gloves during the treatment
- keeping clean instruments separate from dirty instrument different areas (zoning)
- wiping down the chair, surfaces and any equipment before use

During this stage of the observation a student **should be placed in the lowest band** if they are seen demonstrating any of the following:

- going into drawers with contaminated gloves
- not zoning (for example, mixing clean and dirty instruments)
- touching their mask with contaminated gloves
- picking something up off the floor with and not changing gloves or putting the item in the dirty zone

1(a) Providing and using appropriate PPE whilst preparing for the procedure (9 marks)

			Performance outcome: skill		
			S1.68 adhere to guidelines and regulations in respect to the use of PPE and appropriate dress in the clinical environment	S1.69 carry out hand hygiene, at the key stages, to minimise the spread of infection, with reference to the Health Technical Memorandum 01-05: Decontamination in primary care dental practices	S1.76 work in a safe and timely manner in accordance with workplace and legislative requirements to maintain hygiene and safety of the clinical environment during dental procedures on patients
Band	Mark	Descriptors	Assessor judgement and notes		
3	3	Excellent demonstration of skill, as relevant to the scenario, that is highly effective, fully accurate and fully independent , requiring no support from the dental team			
2	2	Reasonable demonstration of skill, as relevant to the scenario, that is mostly effective, mostly accurate and mostly independent , may require some negligible support from the dental team.			
1	1	Basic demonstration of skill, as relevant to the scenario, that has some effectiveness and some accuracy (though may be inconsistent) and requires some support from the dental team			
0	0	Limited demonstration of skill, as relevant to the scenario, that has minimal effectiveness and numerous errors and requires significant support from the dental team			

1(b) Assisting the dentist during the filling procedure, whilst monitoring the patient throughout treatment (9 marks)

Indicative content

The 3 skills to be assessed whilst the student assists the dentist during the filling procedure are S1.80, S1.81 and S1.91.

S1.80 may be demonstrated by:

- reviewing patients' medical and social history
- selecting correct instruments dependent on the quadrant of the mouth and relative to the procedure
- clearing the field of vision for the dentist by retracting cheek or tongue, if required

S1.81 may be demonstrated by:

- monitoring the patient
- following dentist instructions
- mixing and providing materials
- aspirating treatment area

S1.91 may be demonstrated by:

- monitoring the patient by observing eye movement, body language
- asking the patient if they are comfortable
- recognising patient signs of discomfort (such as, gripping the chair)
- subtly informing the dental professional of patient status

Typical, observable actions:

During this stage of the scenario, it is likely that you will observe the student completing the following actions:

- communicating with the patient throughout the procedure, 'Are you ok?', gentle hand on the shoulder
- aspirating in the correct way at correct time and not letting the patient choke

1(b) Assisting the dentist during the filling procedure, whilst monitoring the patient throughout treatment (9 marks)

			Performance outcome: skill		
			S1.80 apply knowledge of anatomy and physiology to all activities which support dental team members carrying out treatment and oral health initiatives	S1.81 support a dental professional when carrying out routine and acute primary dental procedures and treatment plans (for example, carrying out check-ups, doing fillings, scaling teeth, making crowns, bridges and dentures, taking teeth out)	S1.91 recognise and respond to signs of pain and discomfort
Band	Mark	Descriptors	Assessor judgement and notes		
3	3	Excellent demonstration of skill, as relevant to the scenario, that is highly effective, fully accurate and fully independent , requiring no support from the dental team			
2	2	Reasonable demonstration of skill, as relevant to the scenario, that is mostly effective, mostly accurate and mostly independent , may require some negligible support from the dental team.			
1	1	Basic demonstration of skill, as relevant to the scenario, that has some effectiveness and some accuracy (though may be inconsistent) and requires some support from the dental team			
0	0	Limited demonstration of skill, as relevant to the scenario, that has minimal effectiveness and numerous errors and requires significant support from the dental team			

1(c) Mixing the relevant material to the correct consistency within the required time (9 marks)

Indicative content

The 3 skills to be assessed whilst the student mixes the relevant material (to the correct consistency) are S4.9, S4.10 and S4.11.

S4.9 may be demonstrated by:

- using sterilised metal spatulas when mixing
- ensuring all mixing equipment or surfaces are disinfected

S4.10 may be demonstrated by:

- adhering to the mixing, working, and setting times
- selecting the appropriate shade of composite

S4.11 may be demonstrated by:

- storing light-sensitive products in a dark area (for example, putting the lid back on to avoid contamination/fast setting)
- disposing of any unused materials in the correct waste bins (such as, etch tips, compules of composite and lining materials)

Typical, observable actions:

During this stage of the scenario, it is likely that you will observe the student completing the following actions:

- using light shield or making sure light cure has shield on it when in use
- passing correct instruments
- replacing the lids on materials so as not to set in the light or get contaminated

During this stage of the observation a student **should be placed in the lowest band** if they are seen demonstrating any of the following:

- not using sterile mixing spatulas
- not mixing the correct material requested in at the time required
- using instruments that have material on (not sterilised efficiently - the dentist would normally pass the instrument back to the nurse)
- not having correct instruments ready to use

1(c) Mixing the relevant material to the correct consistency within the required time (9 marks)

			Performance outcome: skill		
			S4.9 follow all guidelines and mechanisms for the prevention of infection in the preparation of filling and impression materials	S4.10 prepare, mix and handle the full range of dental filling and impression materials in line with manufacturers guidance	S4.11 comply with workplace, legislative and manufacturer's instructions when dealing with filling and impression materials
Band	Mark	Descriptors	Assessor judgement and notes		
3	3	Excellent demonstration of skill, as relevant to the scenario, that is highly effective, fully accurate and fully independent , requiring no support from the dental team			
2	2	Reasonable demonstration of skill, as relevant to the scenario, that is mostly effective, mostly accurate and mostly independent , may require some negligible support from the dental team			
1	1	Basic demonstration of skill, as relevant to the scenario, that has some effectiveness and some accuracy (though may be inconsistent) and requires some support from the dental team			
0	0	Limited demonstration of skill, as relevant to the scenario, that has minimal effectiveness and numerous errors and requires significant support from the dental team			

1(d) Processing instruments at the end of the procedure (9 marks)

Indicative content

The 3 skills to be assessed whilst the student processes the instruments at the end of the procedure are S1.70, S1.74 and S1.77.

S1.70 may be demonstrated by:

- placing any dirty instruments and trays into the appropriately labelled and sealed box
- transporting the sealed box to a decontamination room

S1.74 may be demonstrated by:

- bagged, stored, dated and used within the time frame or reprocessed
- check use by date before opening the pouches
- protected from contamination (not put back in the drawer if have been on dirty zone)

S1.77 may be demonstrated by:

- purging the water lines
- wearing PPE whilst carrying out closing down procedures
- decontamination process:
 - new PPE - gloves/heavy duty gloves for decontamination
 - cleaning up the surgery
 - placing the contaminated instruments in the correct place (zoning)
 - transporting the instruments to the decontamination area/room, following the whole process through from manual cleaning, ultrasonic, washer disinfectant, the correct flow (zoning) and processes
 - soiled instruments should be placed in a separate sink initially to remove blood extracts prior to the decontamination process
 - autoclave checks, checking instruments are sterile and free from debris using the illuminated magnifying lamp

Typical, observable actions:

During this stage of the scenario, it is likely that you will observe the student completing the following actions:

- contaminated instruments will be placed separately from sterile instruments
- PPE will be worn whilst touching contaminated instruments
- PPE removed to leave surgery in correct order

During this stage of the observation a student **should be placed in the lowest band** if they are seen demonstrating any of the following:

- placing contaminated instruments that have been in a dirty zone back in a drawer, this should be pointed out by the assessor if seen
- not transporting contaminated instruments in a sealed container

- not following the correct flow chart of the decontamination. The decontamination room/area should have clear visible arrows indicating the correct order to use equipment, so these should be followed
- not removing contaminated PPE and touching the equipment with it

1(d) Processing instruments at the end of the procedure (9 marks)

			Performance outcome: skill		
			S1.70 carry out instrument, handpiece and surface inspection and pre-sterilisation cleaning, in accordance with regulations, provisions and knowledge of good practice in the dental environment	S1.74 comply with the guidance detailed within the Health Technical Memorandum 01-05 for the storage, use and post use of equipment and instruments (wrapped and unwrapped)	S1.77 close down the dental surgery in line with the decontamination protocols and manufacturer's instructions, and ensure that the surgery is secure, including electricity, water and air supply
Band	Mark	Descriptors	Assessor judgement and notes		
3	3	Excellent demonstration of skill, as relevant to the scenario, that is highly effective, fully accurate and fully independent , requiring no support from the dental team			
2	2	Reasonable demonstration of skill, as relevant to the scenario, that is mostly effective, mostly accurate and mostly independent , may require some negligible support from the dental team			
1	1	Basic demonstration of skill, as relevant to the scenario, that has some effectiveness and some accuracy (though may be inconsistent) and requires some support from the dental team			
0	0	Limited demonstration of skill, as relevant to the scenario, that has minimal effectiveness and numerous errors and requires significant support from the dental team			

Scenario 2

Scenario details:

An adult patient has an appointment for a hygienist visit **or** dental check up with periodontal treatment (scale and polish with oral hygiene instruction (OHI)). The appointment must also include **either** a full periodontal charting (6 point pocket chart (PPC)) chart **or** Palmer charting with basic periodontal examination (BPE). The student must assist the hygienist or the dentist.

Patient profile:

- an existing **or** new patient
- must have time to discuss oral health with the patient

Assessor judgement guidance

Before you observe a student, you should familiarise yourself with the scenario and subsequent 4 stages. Each stage assesses 3 skills, as detailed in the levels-based marking grid, and is supported with associated Indicative content and examples of typical, observable actions that a student may perform at each stage of the scenario.

The Indicative content is displayed first for each stage of the scenario, you should ensure that you have also familiarised yourself with this before you begin assessing the student. However, you are reminded that these serve as illustrative examples only and are not an exhaustive list: they are intended to support your professional judgement.

The corresponding marking grid is then provided. You should use this grid throughout each stage of the observation to help you form real-time, assessment judgements on the student's performance.

2(a) Preparing the surgery and setting up the instrument tray for a simple periodontal procedure (scale and polish) (9 marks)

Indicative content

The 3 skills to be assessed whilst the student prepares the surgery for a simple periodontal procedure (in this case a scale and polish) and set up the instrument tray are S1.68, S1.72 and S1.82.

S1.68 may be demonstrated by:

- being bare below the elbow
- wearing clinical dress
- having clean fingernails, washing hands when appropriate

S1.72 may be demonstrated by:

- wearing PPE appropriate to the stage of the procedure
- ensuring all used instruments are placed in dirty zone

S1.82 may be demonstrated by:

- assisting a simple periodontal treatment (scaling and polishing)
- preparing instrument for use by the dentist (such as, prophylaxis brush/paste, mirror, probe)
- oral health assessment

Typical, observable actions

During this stage of the scenario, it is likely that you will observe the student completing the following actions:

- charting correctly as dentist/hygienist are calling out information
- aspirating efficiently whilst treatment undertaken
- having correct instruments ready for use
- not wearing cardigan or anything long sleeved
- no false nails, long nails or nail varnish

2(a) Preparing the surgery and setting up the instrument tray (9 marks)

			Performance outcome: skill		
			S1.68 adhere to guidelines and regulations in respect to the use of PPE and appropriate dress in the clinical environment	S1.72 follow the established guidelines for surgery zoning through demonstrating the use of clean and dirty areas in a dental setting	S1.82 select correct instruments and materials required for all stages during general chairside procedures
Band	Mark	Descriptors	Assessor judgement and notes		
3	3	Excellent demonstration of skill, as relevant to the scenario, that is highly effective, fully accurate and fully independent , requiring no support from the dental team			
2	2	Reasonable demonstration of skill, as relevant to the scenario, that is mostly effective, mostly accurate and mostly independent , may require some negligible support from the dental team.			
1	1	Basic demonstration of skill, as relevant to the scenario, that has some effectiveness and some accuracy (though may be inconsistent) and requires some support from the dental team			
0	0	Limited demonstration of skill, as relevant to the scenario, that has minimal effectiveness and numerous errors and requires significant support from the dental team			

2(b) Updating medical history and contemporaneous note taking (9 marks)

Indicative content

The 3 skills to be assessed whilst the student updates the medical history and takes contemporaneous notes are S3.7, S3.10 and S3.11.

S3.7 may be demonstrated by:

- assisting the patient with filling in their patient clinical history
- accurately recording and proofreading
- checking for accuracy, if required
- reiterating the patient history to a clinician, where appropriate

S3.10 may be demonstrated by:

- adding new patients to the system, where appropriate
- recording medical, social and dental history
- using digital devices competently and securely

S3.11 may be demonstrated by:

- recording only relevant and factual information
- retaining information within specific timeframes

Typical, observable actions

During this stage of the scenario, it is likely that you will observe the student completing the following actions:

- helping to update the medical history by checking information on the form is up to date by asking the patient
- asking the patient if they smoke or drink alcohol and recording the information

2(b) Updating the medical history and contemporaneous note taking (9 marks)

			Performance outcome: skill		
			S3.7 contribute to obtaining and recording patient clinical history as part of the dental team	S3.10 use IT and electronic recording systems to record patients' personal and dental information	S3.11 follow guidelines and current practices for the recording and storage of patient information on electronic recording systems
Band	Mark	Descriptors	Assessor judgement and notes		
3	3	Excellent demonstration of skill, as relevant to the scenario, that is highly effective, fully accurate and fully independent , requiring no support from the dental team			
2	2	Reasonable demonstration of skill, as relevant to the scenario, that is mostly effective, mostly accurate and mostly independent , may require some negligible support from the dental team.			
1	1	Basic demonstration of skill, as relevant to the scenario, that has some effectiveness and some accuracy (though may be inconsistent) and requires some support from the dental team			
0	0	Limited demonstration of skill, as relevant to the scenario, that has minimal effectiveness and numerous errors and requires significant support from the dental team			

2(c) charting - basic periodontal examination (BPE)/6PPC/tooth notation (9 marks)

Indicative content

The 3 skills to be assessed whilst the student completes charting (BPE/6PPC/tooth notation) are S3.8, S3.9 and S3.10.

S3.8 may be demonstrated by:

- records only relevant information, in context of the patient
- ensures electronic records are password protected
- does not leave computer open (for example, locks screen)

S3.9 may be demonstrated by:

- recording basic periodontal information
- recording information accurately
- uses appropriate terminology/notation/format
- recording bleeding or plaque score and debris indices scores (depending on if working with dentist or hygienist)
- recording the full periodontal chart or recording dental charting using Federation Dentaire Internationale (FDI) and Palmer notation

S3.10 may be demonstrated by:

- recording dental charting
- using digital devices competently and securely

Typical, observable actions:

During this stage of the scenario, it is likely that you will observe the student completing the following actions:

- the dentist/hygienist will call out some numbers and which area of the mouth the dentist is starting in, the nurse must start on the correct side to be accurate
- when a computer is used, then it will be left in a protected, secure state
- listening and recording charting information

2(c) charting - BPE/6PPC/tooth notation (9 marks)

			Performance outcome: skill		
			S3.8 follow guidelines and requirements for the recording and storage of patient information on manual records	S3.9 record dental charting and oral tissue assessment carried out by other registrants	3.10 use IT and electronic recording systems to record patients' personal and dental information
Band	Mark	Descriptors	Assessor judgement and notes		
3	3	Excellent demonstration of skill, as relevant to the scenario, that is highly effective, fully accurate and fully independent , requiring no support from the dental team			
2	2	Reasonable demonstration of skill, as relevant to the scenario, that is mostly effective, mostly accurate and mostly independent , may require some negligible support from the dental team.			
1	1	Basic demonstration of skill, as relevant to the scenario, that has some effectiveness and some accuracy (though may be inconsistent) and requires some support from the dental team			
0	0	Limited demonstration of skill, as relevant to the scenario, that has minimal effectiveness and numerous errors and requires significant support from the dental team			

2(d) Explaining why the patient needs to maintain good oral hygiene (9 marks)

Indicative content

The 3 skills to be assessed whilst the student explains why the patient needs to maintain good oral hygiene are S2.15, S2.16 and S2.17.

S2.15 may be demonstrated by:

- emphasising the importance of regular oral health assessments
- using oral health information, visual aids, and non-technical language to communicate with the patient
- providing relevant information to the patient's context, such as basic toothbrushing and inter dental cleaning

S2.16 may be demonstrated by:

- using leaflets
- listening to the patient and responds accordingly, within the parameters of role
- offering advice on where to seek further support (such as, diet, quitting smoking - as relevant to the patient)

S2.17 may be demonstrated by:

- providing advice on hidden sugars, as appropriate to patient
- providing advice on how to reduce sugar intake

Typical, observable actions:

During this stage of the scenario, it is likely that you will observe the student completing the following actions:

- communicating with the patient regarding their oral health situation and adapting the advice accordingly
- using demonstration aids such as brushing techniques with a model and toothbrush
- discussing sugar intake, smoking, fizzy drinks

2(d) Explaining why the patient needs to maintain good oral hygiene (9 marks)

			Performance outcome: skill		
			S2.15 communicate appropriate advice to patients on how to maintain and improve oral health	S2.16 provide information on the health risks of diet, drugs, alcohol and smoking on oral and general health	S2.17 provide basic dietary advice that is relevant to maintaining and improving oral health
Band	Mark	Descriptors	Assessor judgement and notes		
3	3	Excellent demonstration of skill, as relevant to the scenario, that is highly effective, fully accurate and fully independent , requiring no support from the dental team			
2	2	Reasonable demonstration of skill, as relevant to the scenario, that is mostly effective, mostly accurate and mostly independent , may require some negligible support from the dental team.			
1	1	Basic demonstration of skill, as relevant to the scenario, that has some effectiveness and some accuracy (though may be inconsistent) and requires some support from the dental team			
0	0	Limited demonstration of skill, as relevant to the scenario, that has minimal effectiveness and numerous errors and requires significant support from the dental team			

Performance outcome mapping

Scenario 1

Stage	PO1	PO2	PO3	PO4	Marks
A	S1.68, S1.69, S1.76				9 marks
B	S1.80, S1.81, S1.91				9 marks
C				S4.9, S4.10, S4.11	9 marks
D	S1.70, S1.74, S1.77				9 marks
Total:	27 marks			9 marks	36 marks

Scenario 2

Stage	PO1	PO2	PO3	PO4	Marks
A	S1.68, S1.72, S1.82				9 marks
B			S3.7, S3.10, S3.11		9 marks
C			S3.8, S3.9, S3.10		9 marks
D		S2.15, S2.16, S2.17			9 marks
Total:	9 marks	9 marks	18 marks		36 marks

Overall (scenarios 1 and 2)

Scenario	PO1 marks (%)	PO2 marks (%)	PO3 marks (%)	PO4 marks (%)	Overall
1	27 marks			9 marks	36 marks (50%)
2	9 marks	9 marks	18 marks		36 marks (50%)
Total marks (%)*	36 marks (50%)	9 marks (12.5 %)	18 marks (25%)	9 marks (12.5%)	72 marks (100%)

*Please note: the % of total marks are calculated using 72 marks - the 2 observations only and does not include the additional 16 marks available for the post-observation questions.

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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.		March 2022
v1.1	Rebrand		March 2022