

# **T Level Technical Qualification in Healthcare Science**

Occupational specialism assessment (OSA)

## **Assisting with Healthcare Science**

Assignment 2

Mark scheme

v1.2: Specimen assessment materials  
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## T Level Technical Qualification in Healthcare Science Occupational specialism assessment (OSA)

# Assisting with Healthcare Science

## Mark scheme

### Assignment 2

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# Introduction

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:

- criteria of the observed skills expected from a student
- information on how individual marks are to be awarded
- the allocated performance outcomes and total mark for each task

## Marking guidelines

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

The following marking grids should be used to assess students and award marks for their skills and underpinning knowledge. The indicative content included is for the practical assignment set for the (insert series) series only.

To understand what is required to be awarded marks, students should have already been provided with a copy of the marking grids. The marking grids are published in the tutor guidance document which can be found within this document for each task.

Assessors are reminded that they should complete an observation record form to record descriptive information and evidence of the student's skills and knowledge demonstrated during the practical assignment. The student observation record form can be found within this document for each task.

## General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the observation. 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 in the grid on the front of the question paper
- 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

The marking grids for each task include a number of themes or criteria that students are assessed against. Each assessment criterion contributes, with equal weighting, to an overall holistic judgement of their performance.

The assessment criteria are broken down into (up to) 5 bands with a corresponding descriptor for each criterion. The descriptor for the band indicates the quality of a student's performance in that band. The band is the mark that should be awarded across the criterion, for example band 1 = 1–4 marks and band 4 = 13–16 marks. There is a total of 16 marks available for this part of the task.

When determining marks for a student performance, assessors should only consider the quality of the student's performance that has been observed. When determining a band/mark, assessors' decisions should be based on the overall quality of the student's performance in relation to the descriptors from that part of the task. If the student's performance covers different aspects of different bands, assessors should use a best-fit approach to award the most appropriate band/mark.

Standardisation materials can be used to help assessors with determining a band/mark if they are unsure.

Assessors should start at the lowest band of the marking grid and move up until there is a match between the band descriptor and the student's performance.

## **Indicative content**

Indicative content has been provided as a guide to help assessors understand what should be expected in a student's performance to allow for a marking judgement to be made. Assessors are reminded that indicative content is not an exhaustive list but aim to cover the main elements expected to be observed.

## Practical skills assessment

This assessment requires students to complete the following tasks:

Task 1: assist with specimen collection and point of care test (POCT)

Task 2: carry out point of care test (POCT)

### Brief

You are based within an outpatient clinic in the local community hospital working as a healthcare science assistant as part of the multi-disciplinary team.

A patient has been referred to you who has been requested by the clinician to submit a mid-stream urine sample for investigation of infection.

## **Task 1: assist with specimen collection and point of care test (POCT)**

You must assist by carrying out the following stages:

1(a) Prepare for urine mid-stream specimen collection.

1(b)(i) Complete urine mid-stream specimen collection to include:

- label and register patient samples

1(b)(ii) Complete a urine dipstick test on the collected sample and send another sample for microbiology testing, to include:

- using the sample in the plain sterile container carry out a POCT and check the sample for protein, haematuria, glucose and pH
- using the provided results discuss findings with a senior colleague and record findings in patient details form
- prepare the second collected sample (red topped boric acid container) for transportation to the microbiology department requesting culture and sensitivity testing on the patient's mid-stream urine sample
- carry out an electronic request to the microbiology department for the patient's mid-stream culture and sensitivity before the sample is dispatched

1(c) Record and report the results and carry out post-examination cleaning and storage of equipment.

(58 marks)

## Observation record form

Descriptive information and evidence of student's skills during the practical assignment. Even though evidence of the quality of skills demonstrated should support decisions against the mark scheme, the notes should follow the flow of the tasks and how students are expected to complete them, rather than attempting to assign evidence against the criteria - at this stage.

### To be completed by the provider appointed assessor

<b>Area/objective</b> - The following areas/objective can cover a broad range of skills or actions which should be considered when adding notes. The text below each area/objective is an example of what should be observed and is not exhaustive.	<b>Comments</b> - Identifying student's areas of strengths and weaknesses through the use of thorough and precise notes that differentiate between a range of students' practical skills are required. This will be used to support accurate and consistent allocation of marks once all evidence had been generated.
<b>Hand Hygiene</b> Describe how well the student prepares for and maintains hand hygiene to include techniques and any risks to hygiene.	
<b>Infection control</b> Describe how well the student prepares the equipment, resources and working environment, both before and after the test.	
<b>Personal protective equipment (PPE)</b> Describe how the student uses appropriate PPE.	
<b>Preparation</b> Describe how well the student collects appropriate equipment, such as different universal containers and urine dipsticks.	
<b>Patient-centred care</b> Describe how the student interacts with the patient, including confirming specific patient details.	
<b>Patient comfort</b> Describe how the student ensures the patient has access to toilet facilities and can communicate a full understanding of the process pre and post collection.	
<b>Urine dipstick</b> Describe how well the student carries out urine dipstick POCT.	

<b>Prepare for transport</b> Describe how the student labels and prepares specimens for transport.	
<b>Recording/reporting</b> Describe how the student updates the relevant logs.	

## Task 1(a) - prepare for specimen collection

Band	Level descriptor
<b>Band 4</b> (13–16 marks)	<p>The student demonstrates <b>excellent</b> communication skills when demonstrating patient-centred care, proactively confirming patient details, discussing the test requirements with the patient, and asking the patient for consent at all relevant stages, with confident, clear and accurate delivery.</p> <p>The student's adherence to health and safety regulations when preparing for the examination is <b>excellent</b>, including the use of hygiene techniques and selecting appropriate PPE to a <b>very high</b> standard.</p> <p>The student demonstrates <b>excellent</b> understanding and skills when setting up the required equipment, including ensuring all relevant equipment and items related to the task are fit for use.</p>
<b>Band 3</b> (9–12 marks)	<p>The student demonstrates <b>very good</b> communication skills when demonstrating patient-centred care, confirming patient details as necessary, providing some details of the test requirements, and asking the patient for consent at most of the relevant stages, with effective and clear delivery showing good understanding of the task.</p> <p>The student's adherence to health and safety regulations when preparing for the examination is <b>good</b>, including the use of hygiene techniques and selecting appropriate PPE to a <b>high</b> standard.</p> <p>The student demonstrates <b>good</b> understanding and skills when setting up the required equipment, including ensuring almost all the equipment and items relevant to the task are fit for use.</p>
<b>Band 2</b> (5–8 marks)	<p>The student demonstrates <b>reasonable</b> communication skills when demonstrating patient-centred care, confirming patient details and asking the patient for consent with minimal or no prompting, with reasonable effectiveness and sufficient content delivered.</p> <p>The student's adherence to health and safety regulations when preparing for the examination is <b>satisfactory</b>, including the use of hygiene techniques and selecting appropriate PPE to a <b>reasonable</b> standard.</p> <p>The student demonstrates <b>reasonable</b> understanding and skills when setting up the required equipment and may require some support to ensure the necessary equipment and items are fit for use.</p>

Band	Level descriptor
<b>Band 1</b> (1–4 marks)	<p>The student demonstrates <b>some, but limited</b> communication skills when demonstrating patient-centred care and needs prompting to consistently confirm patient details and seek consent.</p> <p>The student's adherence to health and safety regulations when preparing for the examination is <b>basic</b>, including the use of hygiene techniques and selecting appropriate PPE to a <b>basic</b> standard.</p> <p>The student demonstrates <b>some limited</b> understanding and skills when setting up the required equipment, including giving <b>some, but limited</b> attention to ensuring the equipment and items are fit for use, and requires <b>support/prompting</b> at times to select the appropriate items.</p>
<b>0</b>	No evidence demonstrated or nothing worthy of credit.

## Indicative content

The student should:

(Patient-centred care: confirmation)

- clearly ask the patient for their name and date of birth (DOB)
- double check that their details are correct on the integrated clinical environment (ICE) form

(Infection control: PPE)

- put on PPE (donning) as per the latest guidelines
- wash hands prior to touching anything else
- ensure the following are available:
  - sharps bin, clinical waste container/bin, disinfectant surface wipes, paper towels
- utilise the correct PPE, such as:
  - applying an apron and securing
  - applying an appropriate face mask

- applying goggles/glasses, applying gloves

(Clinical practice: equipment setup)

- ensure the correct equipment is selected, including:
  - urine sample container, universal urine container (white topped) and boric acid container (red topped)
  - urine dipsticks
  - paper towels to wipe off specimen excess
  - timer
  - disinfectant wipes to wipe surfaces after completion
- check the urine dipstick sticks are in date
- check the urine dipsticks with the lid tightly in place are selected

(Patient-centred care: communication)

- advise the patient a midstream sample is required
- explain to the patient where they will collect the specimen, for example, in the toilets
- explain to the patient how they will collect the specimen (via mid-stream)
- confirm with the patient that they are comfortable to proceed

## Task 1(b)(i) - complete urine mid-stream specimen collection

Band	Level descriptor
<b>Band 5</b> (17–20 marks)	<p>The student demonstrates <b>excellent</b> levels of clinical practice skills, accurately and confidently collecting the specimen using highly appropriate techniques and equipment and carrying out a visual inspection effectively and at the right time.</p> <p>Skills are highly competent, accurate and confidently delivered with a high level of attention to detail, communicating effectively with the patient throughout, and ensuring that there is sufficient sample for the task, and that the sample is transferred to the correct specimen container correctly.</p> <p>The student's adherence to health and safety regulations throughout the examination is <b>excellent</b>, using infection control equipment to a highly proficient standard, at the correct time and following the correct process.</p> <p>The student <b>confidently</b> and <b>efficiently</b> records results, which are accurate and relevant to the task.</p>
<b>Band 4</b> (13–16 marks)	<p>The student demonstrates <b>very good</b> levels of clinical practice skills, accurately collecting the specimen using appropriate techniques and equipment, and carrying out a visual inspection effectively.</p> <p>Skills are competent and confident, and delivered with a good level of attention to detail, communicating effectively with the patient throughout, and ensuring that there is sufficient sample for the task, and that some of the sample is transferred to the correct specimen container correctly.</p> <p>The student's adherence to health and safety regulations throughout the examination is <b>very high</b>, using infection control equipment to a very good standard, at the correct time and following the correct process.</p> <p>The student demonstrates <b>capable</b> reporting skills when accurately recording results.</p>
<b>Band 3</b> (9–12 marks)	<p>The student demonstrates <b>good</b> levels of clinical practice skills, accurately collecting the specimen using appropriate equipment and techniques, and carrying out a visual inspection</p> <p>Skills are delivered with a good level of competence, and reasonable attention to detail, with overall performance that is good, and includes some communication with the patient. They ensure that there is sufficient sample for the task and transfer some of the sample to the correct specimen container.</p> <p>The student's adherence to health and safety regulations throughout the examination is <b>good</b>, using infection control equipment to a good standard, almost always at the correct time and mostly following the correct process.</p> <p>The student demonstrates <b>good</b> reporting skills when accurately recording results.</p>

Band	Level descriptor
<b>Band 2</b> (5–8 marks)	<p>The student demonstrates <b>reasonable</b> levels of clinical practice skills, generally accurately collecting the specimen using appropriate equipment and techniques and carrying out a visual inspection.</p> <p>There is reasonable attention to detail, with reasonable performance of the task, ensuring that there is sufficient sample for the task, and some of the sample is transferred to the correct specimen container, although this may require some minimal support.</p> <p>The student's adherence to health and safety regulations throughout the examination is <b>satisfactory</b>, using infection control equipment to a reasonable standard, generally at the correct time and following the correct process.</p> <p>The student demonstrates reasonable reporting skills.</p>
<b>Band 1</b> (1–4 marks)	<p>The student demonstrates <b>basic</b> levels of clinical practice skills, including when collecting and visually inspecting the collected specimen, and may require some prompting.</p> <p>The student's adherence to health and safety regulations throughout the examination is <b>limited</b>, using infection control equipment to a basic or limited extent, sometimes at the correct time and sometimes following the correct process.</p> <p>The student requires prompting to record the results that are limited in accuracy, demonstrating basic reporting skills.</p>
<b>0</b>	No evidence demonstrated or nothing worthy of credit.

## Indicative content

The student should:

(Clinical practice: specimen collected)

- ensure there is sufficient sample collected
- perform a visual inspection of the sample to ensure accurate recording
- ensure they have the correct sample tube to transfer the sample into

(Infection control: PPE and hygiene)

- ensure the correct urine dipstick equipment is available

- ensure that clinical waste is positioned correctly for easy disposal of clinical waste
- ensure the appropriate wipes are available

(Management of information and data)

- detail the colour and clarity of the specimen
- record the date and time
- record their signature

## Task 1(b)(ii) - complete a urine dipstick test and send another sample for microbiology testing

Band	Level descriptor
<b>Band 4</b> (13–16 marks)	<p>The student demonstrates <b>excellent</b> understanding and skills when carrying out the POCT, that are <b>sustained</b> when processing the sample, including when labelling and transferring the sample.</p> <p>The student performs relevant tests highly accurately and in a timely manner. There is excellent attention to detail when setting timers and interpreting results. They are aware that they need to record the test results at different times for different parameters and they are confident in both the skills required of the test and the interpretation of results. There is evidence of excellent technique. Excellent care is taken not to cross contaminate.</p> <p>The student demonstrates <b>highly effective</b>, clear and confident communication skills when discussing the examination with a senior colleague.</p> <p>The student acquires and records data and/or information that is <b>highly effective, timely</b> and <b>accurate</b>, when recording results during the examination.</p> <p>The student is confident about the different pathology departments and selects the correct request form, with details completed accurately.</p> <p>The sample is confidently transferred to the correct container and labelled accurately with the complete and correct patient details.</p>
<b>Band 3</b> (9–12 marks)	<p>The student demonstrates <b>very good</b> understanding and skills when carrying out the POCT, that are <b>largely sustained</b> when processing the sample, including when labelling and transferring the sample.</p> <p>The student performs relevant tests in an accurate and timely manner. There is good attention to detail when performing the task and interpreting the results. They understand that the different parameters need to be interpreted at different times, though the use of the timer may be limited. They demonstrate effective practical skills when carrying out the test and interpreting the results. Good care is taken not to cross contaminate.</p> <p>The student demonstrates <b>effective</b> communication skills when discussing the examination with a senior colleague.</p> <p>The student acquires and records data and/or information that is <b>effective</b> and <b>accurate</b>, when recording results during the examination.</p> <p>The student is familiar with the different pathology departments and selects the correct request form. The details are completed on the request form. The sample is transferred to the correct container and labelled appropriately with the patient details.</p>
<b>Band 2</b> (5–8 marks)	<p>The student demonstrates <b>reasonable</b> understanding and skills when carrying out the POCT, that are <b>partially sustained</b> when processing the sample, including when labelling and transferring the sample.</p> <p>The student performs relevant tests reasonably. There is some attention to detail when performing the task and interpreting the results. They have some reasonable understanding about timing of tests and interpreting results. There is some attention to detail in their technique. Reasonable care is taken not to cross contaminate.</p> <p>The student demonstrates <b>reasonably effective</b> communication skills when discussing the examination with a senior colleague.</p>

	<p>The student acquires and records data and/or information that is <b>reasonably effective</b> and <b>accurate</b>, when recording results during the examination.</p> <p>The student has reasonable understanding of the different pathology departments and selects the correct request form. Some of the details are completed on the request form. The sample is transferred to the correct container and labelled reasonably.</p>
<p><b>Band 1</b> (1–4 marks)</p>	<p>The student demonstrates <b>basic</b> understanding and skills when carrying out the POCT, that are <b>only sometimes sustained</b> when processing the sample, including when labelling and transferring the sample.</p> <p>The student demonstrates basic understanding and skills when performing relevant tests. There is limited attention to detail when performing the task and interpreting the results. There is limited knowledge shown in their technique, timing and interpreting the results. Some or limited care is taken not to cross contaminate.</p> <p>The student demonstrates <b>basic</b> communication skills when discussing the examination with a senior colleague.</p> <p>The student acquires and records data and/or information that is <b>basic</b> and <b>accurate</b>, when recording results during the examination.</p> <p>The student has a basic understanding of the different pathology departments. Some of the details are completed on the request form although there may be inaccuracies. The sample is transferred to a container with some attempt at correct labelling.</p>
<b>0</b>	No evidence demonstrated or nothing worthy of credit.

### Indicative content:

The student should:

(Clinical practice: urine POCT)

- label the white topped universal container with patient details
- transfer sample to white topped tube
- dip the dipstick ensuring all the pads are immersed
- wipe off strip excess
- time/record the duration of the urine dipstick test
- repeat test if required

(Confirmation: further testing)

- understand the purpose of a culture and sensitivity

- understand why a red topped tube is suitable for microbiology tests and unsuitable for dipstick tests
- transfer the urine sample to a red topped tube
- label the red topped tube with patient details
- complete the request form with request for culture and sensitivity

(Management of information and data)

- record urine dipstick results and patient details accurately
- record colour and turbidity of the sample

## Task 1(c) - record and report the results and carry out post-examination cleaning and storage of equipment

Band	Level descriptor
<b>Band 3</b> (5–6 marks)	<p>The student displays <b>high levels of</b> awareness and <b>very good</b> practice when following infection control measures.</p> <p>The student removes and disposes of their PPE effectively and appropriately. Attention is paid to the order in which the PPE is removed, and good hand hygiene is shown.</p> <p>The student demonstrates <b>high levels of</b> knowledge and excellent practice when safely disposing of consumables as well as demonstrating <b>high levels of</b> understanding when processing the specimen.</p> <p>The student disposes of consumables and waste in an appropriate and timely way throughout the task.</p> <p>The student demonstrates <b>very good</b> communication skills with the patient when concluding the examination.</p>
<b>Band 2</b> (3–4 marks)	<p>The student displays <b>good levels of</b> awareness and practice when following infection control measures.</p> <p>The student removes and disposes of their PPE in an acceptable way, following infection control measures and good hand hygiene.</p> <p>The student demonstrates <b>good levels of</b> knowledge and good practice when safely disposing of consumables as well as demonstrating <b>good levels of</b> understanding when processing the specimen.</p> <p>The student demonstrates <b>good</b> communication skills with the patient when concluding the examination.</p>
<b>Band 1</b> (1–2 marks)	<p>The student displays <b>basic</b> awareness and <b>limited</b> standards of practice when following infection control measures.</p> <p>The student removes and disposes of their PPE in an acceptable way and follows infection control measures and hand hygiene to an acceptable standard, but this may require prompting.</p> <p>The student required prompting in demonstrating the safe disposal of consumables and demonstrated <b>basic</b> levels of understanding when processing the specimen.</p> <p>The student demonstrates <b>basic</b> levels of communication skills with the patient, requiring some support.</p>
<b>0</b>	<p>No evidence demonstrated or nothing worthy of credit.</p>

## Indicative content

The student should:

(Infection control)

- remove PPE (doffing) as per the latest guidelines
- dispose of PPE in the correct order
- ensure worktops are decontaminated
- maintain hand hygiene
- dispose of clinical waste in the correct area

(Management of information and data)

- add dipstick results onto the microbiology request form
- complete patient details on clinical form
- attach sample to the request form
- include further details, such as a signature, to ensure there is traceability
- include date and time in the patient record

(Patient-centred care)

- inform the patient of next steps, to include specimen being sent to microbiology
- inform the patient as to who will contact them next
- inform the patient if they need to do anything further
- confirm patient is comfortable and conclude the examination

## **Task 2: carry out point of care test (POCT)**

### **Brief**

You are working as a healthcare science assistant in a busy multidisciplinary general outpatient department and you need to check the blood sugar of a patient with type 1 diabetes before further tests and examinations can be carried out.

### **Task**

Use a blood glucose meter to perform a blood glucose measurement on the patient.

You must assist by carrying out the following stages:

- 2(a) Prepare for blood glucose test, including explaining the procedure to the patient.
- 2(b) Carry out the blood glucose test, including carrying out quality control (QC) on the device.
- 2(c) Record and report the results provided to you and carry out post-examination cleaning and storage of equipment.

(42 marks)

## Observation record form

Descriptive information and evidence of student's skills during the practical assignment. Even though evidence of the quality of skills demonstrated should support decisions against the mark scheme, the notes should follow the flow of the tasks and how students are expected to complete them, rather than attempting to assign evidence against the criteria at this stage.

### To be completed by the provider appointed assessor

<b>Area/objective</b> - The following areas/objective can cover a broad range of skills or actions which should be considered when adding notes. The text below each area/objective is an example of what should be observed and is not exhaustive.	<b>Comments</b> - Identifying student's areas of strengths and weaknesses through the use of thorough and precise notes that differentiate between a range of student's practical skills are required. This will be used to support accurate and consistent allocation of marks once all evidence had been generated.
<b>Hand hygiene</b> Describe how well the student prepares for and maintains hand hygiene to include techniques and any risks to hygiene.	
<b>Infection control</b> Describe how well the student prepares the equipment, resources and working environment.	
<b>Preparation</b> Describe how well the student collects appropriate equipment.	
<b>PPE</b> Describe how the student uses appropriate PPE.	
<b>Patient-centred care</b> Describe how the student interacts with the patient, including confirming specific patient details.	
<b>Patient comfort</b> Describe how the student makes adjustments to ensure the patient is comfortable.	
<b>POCT</b> Describe how the student carries out the POCT.	
<b>Recording/reporting</b> Describe how the student updates the relevant logs.	

## Task 2(a) - prepare for blood glucose test including explaining the procedure to the patient

Band	Level descriptor
<b>Band 4</b> (13–16 marks)	<p>The student communicates very well and confidently with the patient, demonstrating excellent patient-centred care. They accurately confirm patient details and gain consent before proceeding.</p> <p>The student's adherence to health and safety regulations when preparing for the examination is excellent. They proceed to wash their hands before selecting the correct PPE, applying the PPE, and the PPE is used in the correct order. Their use of appropriate PPE is performed to a very high standard.</p> <p>The student selects, sets up and inspects the equipment in a highly confident and effective way. They are knowledgeable about the requirements of the task and can therefore select the correct equipment with ease. They pay attention to detail in the SOP and check that the equipment is suitable and fit for purpose by performing a calibration and quality control check. The results of these, and all the relevant details, are recorded accurately.</p>
<b>Band 3</b> (9–12 marks)	<p>The student communicates well with the patient and demonstrates suitable patient-centred care by confirming patient details and gaining consent.</p> <p>The student's adherence to health and safety regulations when preparing for the examination is good. They wash their hands suitably before selecting and applying PPE. Their use of PPE is carried out to a high standard.</p> <p>The student selects and sets up the equipment well. They ensure the correct equipment is selected and is suitable for use. They perform a calibration and quality control check correctly and record the results accurately.</p>
<b>Band 2</b> (5–8 marks)	<p>The student communicates reasonably well with the patient and shows reasonable communication skills. They confirm the correct patient details and gain consent before proceeding.</p> <p>The student's adherence to health and safety regulations when preparing for the examination is satisfactory. Their hand hygiene technique is adequate, they select and apply their PPE to a reasonable standard.</p> <p>The student demonstrates a sufficient understanding when setting up the required equipment with limited or minimal support to ensure the equipment and items are fit for use. They perform a calibration and quality check but require some support in this task. The results are recorded.</p>
<b>Band 1</b> (1–4 marks)	<p>The student demonstrates <b>some but limited</b> communication skills when demonstrating patient-centred care, including when confirming patient details and gaining consent.</p> <p>The student's adherence to health and safety regulations when preparing for the examination is <b>limited</b>, including the use of hygiene techniques and selecting appropriate PPE to a <b>basic</b> standard.</p> <p>The student demonstrates a <b>basic</b> understanding when setting up the required equipment, including giving <b>limited</b> attention to ensuring the equipment and items are fit for use, and requires <b>support/prompting</b>.</p> <p>The student performs the calibration and quality check with guidance and support. They record the results.</p>

0	No evidence demonstrated or nothing worthy of credit.
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## Indicative content

The student should:

(Infection control: PPE)

- put on PPE (donning) as per the latest guidelines
- wash hands prior to touching anything else
- ensure the following are available:
  - sharps bin, clinical waste container/bin, disinfectant surface wipes, paper towels
- utilise the correct PPE, such as:
  - applying an apron and securing
  - applying an appropriate face mask
  - applying goggle/glasses, applying gloves

(Patient-centred care: confirm details)

- clearly ask the patient for their name and date of birth (DOB)
- check their details are correct on the patient details form
- check if the patient has a preferred finger prior to applying the prosthetic (lance)
- confirm patient consent

(Clinical practice: equipment set up)

- ensure correct equipment selected including:
  - working instructions or standard operating procedure (SOP)
  - quality control solution x 2 (high and low)
  - quality control record book

- lancet
- sharps bin
- cotton wool to clean, cotton wool to dry and cotton for post puncture
- gather the appropriate strips, and check that they are in date
- select a suitable lancet (appropriate depth)

(Scientific practice: equipment preparation)

- check the glucose meter is in calibration
- ensure the glucose meter is quality controlled as per SOP
- ensure the glucose meter QC results are accurately recorded

## Task 2(b) - carry out the blood glucose test

Band	Level descriptor
<b>Band 5</b> (17–20 marks)	<p>The student demonstrates excellent understanding and skills when preparing the patient for the POCT, that are sustained throughout. They communicate with the patient throughout, ensuring their hands are warm and suitably cleaned. They appear confident and knowledgeable and discuss with the patient whether they have a preference for which finger is used.</p> <p>The student demonstrates excellent ability when following the POCT SOP, with no omissions made when extracting the sample and analysing it.</p> <p>The student's adherence to health and safety regulations throughout the examination is excellent, including their use of infection control equipment, to a highly proficient standard by disposing of contaminated waste in an appropriate and timely manner. The student demonstrates highly effective communication skills when demonstrating patient-centred care by explaining the details of the procedure and involving the patient in the process and ensuring their comfort at all times.</p>
<b>Band 4</b> (13–16 marks)	<p>The student demonstrates very good understanding and skills when preparing the patient for the POCT, that are largely sustained throughout. They communicate with the patient and ensure their hands are warm and adequately cleaned.</p> <p>The student demonstrates a very good ability when following the POCT SOP, with minimal omissions made when extracting the sample and analysing it.</p> <p>The student's adherence to health and safety regulations throughout the examination is very good, including their use of infection control equipment, to a proficient standard by disposing of contaminated waste in an appropriate manner. The student demonstrates effective communication skills when demonstrating patient-centred care by explaining the details of the procedure and ensuring the patient's comfort.</p>
<b>Band 3</b> (9–12 marks)	<p>The student demonstrates <b>good</b> understanding and skills when preparing the patient for the POCT, that are <b>partially sustained</b> during the task.</p> <p>The student demonstrates <b>good</b> ability when following the POCT SOP.</p> <p>The student's adherence to health and safety regulations throughout the examination is <b>good</b>, including their use of infection control equipment, to a <b>good</b> standard. The student demonstrates <b>good</b> communication skills when demonstrating patient-centred care, including when explaining the details of the procedure to the patient.</p>
<b>Band 2</b> (5–8 marks)	<p>The student demonstrates <b>reasonably sufficient</b> understanding and skills when preparing the patient for the POCT.</p> <p>The student demonstrates <b>reasonable</b> ability when following the POCT SOP, with some omissions made when extracting and analysing the sample.</p> <p>The student's adherence to health and safety regulations throughout the examination is <b>satisfactory</b>, including their use of infection control equipment, and disposal of contaminated waste is done to a <b>reasonable</b> standard. The student demonstrates <b>reasonable</b> communication skills when demonstrating patient-centred care, including when explaining the details of the procedure.</p>

<b>Band 1</b> (1–4 marks)	<p>The student demonstrates <b>basic</b> understanding and skills when preparing the patient for the POCT, and may require support when preparing the patient or puncture site.</p> <p>The student demonstrates a <b>basic</b> ability when following the POCT SOP, with omissions made and some support required when extracting the sample.</p> <p>The student's adherence to health and safety regulations throughout the examination is <b>limited</b>, including their use of infection control equipment and disposal of contaminated waste is done to a <b>basic</b> standard. The student demonstrates <b>some but limited</b> communication skills when demonstrating patient-centred care, including when explaining the details of the procedure.</p>
<b>0</b>	No evidence demonstrated or nothing worthy of credit.

## Indicative content

The student should:

(POCT preparation)

- confirm that the patient's hands are warm
- give advice to the patient if hands require warming
- confirm the finger to be punctured
- the puncture site is cleaned and dried as per SOP

(Sample)

- wipe away the first drop of blood (simulated liquid) from the prosthetic
- avoid squeezing at the puncture site
- direct the patient appropriately if more blood is required
- be aware of causing errors such as 'milking' the site

(POCT SOP)

- follow the SOP/working instructions to perform the quality control test and also to do sample analysis
- identify any deviation from the correct process and repeat the test if required, or if they have concerns about the accuracy of the result

(Patient-centred care)

- confirm with the patient that they are aware of the procedure

- confirm with the patient they are happy to proceed with the test

(Infection control)

- dispose of the contaminated sharp immediately
- dispose of the contaminated strip immediately after
- dispose of any contaminated cotton wool immediately

## Task 2(c) - record and report the results and carry out post-examination cleaning and storage of equipment.

Band	Level descriptor
<b>Band 3</b> (5–6 marks)	The student communicates confidently and to a high level with the patient when concluding the examination, thanking the patient for their time and explaining the test is complete. The student demonstrates accurate reporting skills when recording results in the patient's record ensuring all data is included (date, time, name of test, result, correct units and their initials). The student displays high levels of awareness and very good practice when following infection control measures and waste procedures.
<b>Band 2</b> (3–4 marks)	The student communicates well with the patient when concluding the examination. The student demonstrates good reporting skills when recording results. The student displays good levels of awareness and practice when following infection control measures.
<b>Band 1</b> (1–2 marks)	The student demonstrates <b>basic</b> levels of communication skills with the patient, requiring some support. The student demonstrates <b>basic</b> reporting skills when recording results. The student displays <b>basic</b> awareness and standards of practice when following infection control measures.
<b>0</b>	No evidence demonstrated or nothing worthy of credit.

### Indicative content:

The student should:

(Patient-centred care)

- apply appropriate pressure on the puncture site with a cotton wool ball
- clearly ask the patient to hold the cotton wool ball for an appropriate time
- remove the cotton wool ball before the patient leaves

(Management of information and data)

- records date and time
- record test details including results and correct units
- use correct terminology for POCT glucose test (abbreviations, such as BM test or glucose test, are not appropriate as can lead to confusion)
- signs with initials

- confirms if escalation is required or not

(Infection control)

- dispose of PPE in the correct order (doffing)
- ensure worktops are decontaminated
- maintain hand hygiene

## Mark allocation

Task	Number of marks available:
Task 1: assist with specimen collection and point of care test (POCT)	58
Task 2: carry out point of care test (POCT)	42
<b>Total marks</b>	<b>100</b>

## Document information

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## Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Post approval, updated for publication.		January 2021
v1.1	NCFE rebrand.		September 2021
v1.2	OS review Feb 23		February 2023