

# Chief Examiner's Report

**T Level Technical Qualification  
in Health (Level 3) (603/7066/X)**

**Autumn 2023 – employer set project  
(ESP)**

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## Autumn 2023 – employer set project: health

Assessment Dates: 06/11/2023 - 17/11/2023

Paper Number: P002374

This report contains information in relation to the externally assessed component provided by the chief examiner, with an emphasis on the standard of student work within this assessment.

The report is written for providers, with the aim of highlighting how students have performed generally as well as any areas where further development or guidance that may be required, to support preparation for future opportunities.

### Key points

- grade boundaries
- standard of student work
- evidence creation
- responses to the external assessment tasks
- administering the external assessment

It is important to note that students should not sit this external assessment until they have received the relevant teaching of the qualification in relation to this component.

### Grade boundaries

Raw mark grade boundaries for the series are:

|     | Overall |
|-----|---------|
| Max | 100     |
| A*  | 88      |
| A   | 77      |
| B   | 66      |
| C   | 56      |
| D   | 46      |
| E   | 36      |

Grade boundaries are the lowest mark with which a grade is achieved.

For further detail on how raw marks are converted to uniform marks (UMS), and the aggregation of the core component, please see refer to the Qualification Specification.

### Standard of student work

Throughout this series there has been a good standard of work produced by students. Overall, providers have a clear understanding of the requirements of each of the tasks and have guided students well.

Most students appear to have selected their case study with an already established knowledge of the service user's needs which supported their understanding and ability to produce high quality, well researched tasks.

It does however appear that in some cases, the time allowed for tasks is not being used effectively and the work produced does not always reflect the time given.

### Evidence creation

In some cases, the time allowed for tasks is not being used effectively and the work produced does not always reflect the time given.

Where students have not used the pro-formas, they have put themselves at a significant disadvantage by increasing the possibility of missing out important information. It is always advised that providers provide the pro-formas and encourage students to use them.

Examiners raised concerns around the approach of some tutors and 'over-dramatisation' which distracted students in some cases.

### Responses to the external assessment tasks

#### Task 1: report

Students achieved high marks where they were able to approach this task as an 'all round' report on how to support the individual. Students gained considerable marks where they were able to discuss how to support the service user and justify their proposals and the points they made with evidence in the next task.

Where students considered the needs of their chosen client holistically, the standard was high. Some students were able to anticipate barriers for the client and discuss in detail how this might not only impact them but how the barriers could potentially be overcome.

Some students appeared not to have used their time effectively and little valid research was evident with some students providing no reference list.

Literacy skills were of a good standard although there was evidence of a lack of proof reading in some cases.

#### Task 2 (a): role play

Students were able to complete this task with a good understanding of their role as a Healthcare Assistant. This allowed for an interaction which produced appropriate information that students were able to use to effectively inform their Healthcare Plan.

Students who achieved high marks were able to explain the support they were able to provide in their role and demonstrate a robust knowledge of other professionals who the client could be referred to for additional or further support.

There was some evidence of excellent communication skills where students were able to evidence their knowledge and research of support services. Where students coupled this with excellent communication skills and appropriate responses, they were able to achieve high marks.

Some students were less comfortable with this task and simply read questions and completed the task within a few minutes. This did not enable them to gain enough information for the Healthcare Plan or meet the higher band requirements of this task.

#### Task 2 (b): healthcare plan

There were varying results in the Healthcare Plan in this series.

Providers should remind students of the importance of including timescales within their plan. Without the inclusion of timescales, they are restricting their ability to achieve any higher than mark band two which is clear in the Mark Scheme. It is vital that students are able to understand the importance of monitoring the benefits of medications over time or when suggesting, for example, therapies, that this is reviewed within an appropriate timescale.

Students produced good plans where they were able to discuss how practitioners could support the ongoing care and support of the client and were able to offer new information rather than repeating that of previous tasks.

Where students considered the holistic needs of the client in a way which demonstrated their understanding of their condition/situation rather than just generically, they achieved higher marks.

### **Task 3: presentation**

This task is designed for students to reflect on the information gained from previous tasks and to use feedback from their peers to improve. Some students were able to do this effectively and displayed excellent reflective skills.

However, there were some cases where students needed to show more reflection and less repetitive information.

Students need to be reminded of who they are presenting the information to. Lots of time was taken up by the student describing the condition the client had. The listener would not need this information as they are more qualified than the Healthcare Assistant themselves. Where this was presented for long periods of time, the student did not gain marks.

Some students answered questions from their tutors well and where it was apparent that they had carried out enough research and used the information gained from tasks 2(a) and 2(b), they were awarded marks accordingly.

### **Task 4: reflection**

There have been improvements seen in this task since the previous series. Students have been able to reflect well and have done so honestly and accurately.

Where students have been able to use, for example, Gibbs, it is important that they understand the reflective cycle and discuss it in a way that makes sense to them as opposed to just mentioning that they are aware of it.

Students should use their time appropriately for this task and ensure they are being as thorough as possible when discussing each task across the ESP.

### **Administering the external assessment**

The external assessment is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#). Students may require additional pre-release material to complete the tasks. These must be provided to students in line with our regulations.

Students must be given the resources to carry out the tasks and these are highlighted within the [Qualification Specific Instructions Document](#) (QSID).