

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Care of Children and Young People

Assignment 3 - Professional discussion

Assignment brief

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Assignment 3

Professional discussion

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Student instructions

The themes and questions that will form the basis of the professional discussion for this series are below.

You have 45 minutes to read through this material and prepare notes for your response.

You have 1 hour to complete the professional discussion with the discussion supervisor.

You may refer to any experience or situation, either in the classroom or on work placement, in your answer. This could include:

- an action you have completed yourself
- something you observed that made an impact on you
- something you know that you can apply to the question

There are 3 templates provided, one for each theme, which you can use to take notes in preparation for your response.

You can use the same significant learning experience more than once if each theme also has one new learning experience. For example, you may have significant learning experiences that overlap more than one theme.

You will be asked 2 questions, which have part A and part B, for each theme. Each theme is worth 32 marks, made up of one 12 mark question and one 20 mark question. You should answer part A first, followed by part B when prompted.

The discussion supervisor will ask you up to 3 questions per theme throughout the discussion, plus an additional question to give you the opportunity to add or expand on any part of your response before progressing to the next theme. This is a requirement and does not necessarily reflect a poor or insufficient response.

You cannot return to discuss a theme once you have moved on to the next theme.

You may ask for a question to be repeated or clarified.

The professional discussion will be recorded, and the discussion marked by an external examiner. It should last no longer than 1 hour.

Theme 1: using effective communication

The theme concerns using effective communication to support the work of children and young people when assisting with delegated tasks, interventions, and physiological measurements.

Question 1

Part A

Referring to your own learning or experience, describe a situation where you have used a particular communication strategy or technique to help a child or young person understand a clinical routine or therapeutic procedure.

Part B

Referring to your own learning or experience, explain why using appropriate communication strategies or techniques can help to promote the comfort and wellbeing of children and young people (CYP).

(12 marks)

Question 2

Part A

Referring to your own learning or experience, describe a situation where you have used an early warning score (for example, PEWS) to support the health and wellbeing of a child or young person.

Part B

Referring to your own learning or experience, analyse how you have followed the correct procedures for reporting concerns with an early warning score described in **part A**, identifying any further development needs you may have.

(20 marks)

Theme 2: safeguarding children and young people and promoting mental health

The theme concerns safeguarding children and young people and promoting mental health for children and young people with families and carers, including recognising signs of self-harm.

Question 3

Part A

Referring to your own learning and experience, describe the principles of safeguarding children and young people and why these principles are important.

Part B

Referring to your own learning and experience, explain how these principles help to guide the work of practitioners when they support the care and wellbeing of children and young people.

(12 marks)

Question 4

Part A

Referring to your own learning and experience, explain how families/carers can be supported to recognise mental health concerns in children and young people.

Part B

Referring to your own learning and experience, reflect on your role in providing information to families to help support the mental wellbeing of children and young people, analysing your future development needs.

(20 marks)

Theme 3: understanding own scope and role

The theme concerns understanding your own scope and role when you assist registered health professionals with moving and handling children and young people while you are completing designated tasks.

Question 5

Part A

Referring to your own learning and experience, describe safe practices when moving and positioning children and young people using moving and handling aids.

Part B

Referring to your own learning and experience, explain your responsibilities and the scope of your role in relation to moving and handling children and young people.

(12 marks)

Question 6

Part A

Referring to your own learning and experience, reflect on your experience and actions when assisting registered professionals with undertaking routine clinical tasks for a child or young person.

Part B

Referring to your own learning and experience, evaluate how you ensure good working practices, and any further development needs you have, when assisting registered health professions with designated tasks.

(20 marks)

Preparation templates

Theme 1

Describe what happened (when, where, who was present; what did you do; why were you in the situation; what did you want to happen?)

How did you feel you impacted on the situation? (during, before and after; what did others feel during and after the situation; what do you think now?)

Evaluate your experience (what went well/not so well; what was good/bad; what did you and others contribute positively or negatively?)

Analyse what happened with reference to your own knowledge, skills and behaviours (why did things go well/not so well; what sense can be made of it; what knowledge do you/others have to help you understand the situation?)

What conclusions can you draw from the situation? (what did you learn; how could it be more positive for everyone involved; what skills do you need to improve; what else could you have done?)

What actions are planned for next time? (what would you do differently in the same situation; how will you develop the skills required; how can you make sure you take the right steps?)

Theme 2

Describe what happened (when, where, who was present; what did you do; why were you in the situation; what did you want to happen?)

How did you feel you impacted on the situation? (during, before and after; what did others feel during and after the situation; what do you think now?)

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Past Paper