



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Mental Health Team

Assignment 2 – Practical activities part 2

Provider delivery guide with mark scheme

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Provider delivery guide with mark scheme

Assignment 2

Practical activities part 2

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Document security

To be opened on (day of the week) (date) (month) (year) at 9.00am, 7 working days prior to the assessment period from (day of the week) (date) (month) (year) to (day of the week) (date) (month) (year).

This assessment material must **not** be shared with students. Any breach of this assessment material must be reported to NCFE **immediately** in accordance with the assessment regulations found on the NCFE website.

Time allowed

2 hours

Paper number

(paper number)

SAMPLE

Introduction

This document must be used to deliver and mark the practical activity assessment for the (insert series) series of Supporting the Mental Health Team.

It is the responsibility of the internal moderator to follow the guidance contained within this document and ensure that a consistent approach is taken to the delivery and marking for all students through a satisfactory internal standardisation process.

SAMPLE

Summary of the practical activities assessment (PAA)

The PAA aspect of the occupational specialist component requires students to demonstrate practical activities taken from the list of practical activities published by NCFE CACHE in September (insert year). The list of practical activities is published in the tutor guidance document which can be found on the NCFE website.

The PAA is externally set by NCFE.

The PAA is internally marked by provider assessors and moderated by NCFE. Providers are required to audio-visually record the performances of all students.

The PAA requires students to complete the 4 practical activity scenarios detailed in this document.

The PAA is assessed against 2 mark schemes:

- a scenario-specific skills mark scheme – this mark scheme is applied to award a mark for every practical activity scenario
- an underpinning skills mark scheme – this mark scheme is applied to award a mark across the practical activity scenarios

Assessor instructions

- this assessment requires students to demonstrate the 4 practical activity scenarios detailed in this document. The practical activity scenarios are taken from the list of practical activities published by NCFE CACHE in September (insert year)
- it is the responsibility of the internal moderator to follow the guidance contained within this document and ensure that the practical activity scenarios are set up correctly at different stations within a suitable assessment environment
- the floor plans included are illustrative to suggest an appropriate layout for each scenario; it is not a requirement to exactly replicate the floor plan and there may be resources and equipment not represented on the floor plan
- students will move between the **4** stations during the assessment, once the first student has completed station 1 and moved to station 2, the next student will be admitted to station 1 and so on
- students must be given up to **5** minutes when they get to each station to prepare for the practical activity scenario, they should use this time to carefully read each practical activity scenario, including any supporting information and familiarise themselves with the station
- students will have a maximum amount of time to complete each practical activity scenario, the time available is written clearly at the beginning of each practical activity scenario – if a student goes over this time, you must tell them to move on to the next station
- assessors should read the instructions and information on the front of the assignment brief to the student and confirm understanding before the practical activity assessment begins, students should be made aware that some stations might take more time than others, meaning they may have a short wait before being allowed to progress to the next station and understand that this waiting time will still be under supervised conditions, as specified in the tutor guide and assessment regulation documents
- where providers are delivering the assessment with assessors remaining at each station, providers must have ensured that there is a mechanism by which the student's assessment booklets can be kept securely between stations
- assessors will need to collect the students' completed assignment brief booklets at the end of the assessment

Assessor information

Marks

- the marks available for each practical activity scenario are shown in brackets
- the marks for this assessment are broken down into scenario-specific skills and underpinning skills:
 - 16 marks are available for scenario-specific skills – students scenario specific skills mark for their performance in each practical activity scenario they demonstrate
 - 12 marks are available for underpinning skills – students will be awarded an underpinning skills mark for their holistic application of these skills in their performance across the practical activity scenarios they demonstrate
- the maximum mark for this assessment is 76

Materials

For this assessment students must have:

- a black or blue ball-point pen

Equipment and resources

The equipment and resources listed under each practical activity scenario are in line with those detailed in the qualification specification. All equipment and resources should be familiar to the student and have been used during teaching and learning delivery of the qualification.

Standardised patients and role play

Where the practical activity scenario requires a standardised patient or element of role play, these roles must be fulfilled by a member of the provider staff, who is unknown to the student. It is not appropriate to use students or any other person in these roles for the assessment.

Standardised patients and role players must be fully briefed on the requirements of their role in each of the scenarios, prior to the assessments taking place. Role play scripts are provided in the resources where appropriate.

Number of provider staff required

The table below indicates the number of provider staff that are needed to deliver **each** practical activity scenario.

Practical activity scenario	Assessor	SP/RP*	Total
1	1	1	2
2	1	1	2
3	1	1	2
4	1	1	2

Note: the assessor will act as one of the role players if their role is minimal and **only** where it does not distract from the focus being on applying the mark scheme. Further detail is provided in the specific requirements for each practical activity scenario.

Assessing the practical activity stations

Providers can manage the marking of the practical activity assessment in 2 ways:

- individual students are assessed on all practical activity stations by **one** assessor or
- individual students are assessed by **multiple** assessors located at the different practical activity stations

It is the internal moderator's responsibility to ensure that the assessor's marking, in either approach, is in line with the agreed standard.

PAA delivery

For further guidance on the general delivery of the PAA, please refer to the tutor guidance document which can be found on the NCFE website.

Please be aware that the details provided in this section, whilst reflecting the assignment brief document given to students, do contain additional information. The additional information is provided to help providers establish a consistent approach to the delivery and marking of the PAA.

Most of the items contained within this document will be repeated in the students' assignment brief. There will, however, be instances where providers need to make copies of items from this document. Clear instructions will be given where this is the case.

SAMPLE

Practical activity scenario 1

This practical activity scenario requires students to:

OPA3: Observe and record an individual's verbal and non-verbal communication recognising how it may be relevant to the individual's condition

Purpose

To assess the student's communication skills when meeting an individual with a mental health concern for the first time.

To assess the student's ability to use a variety of verbal and non-verbal communication skills.

To assess the student's ability to observe and assess the individual's verbal and non-verbal skills, for example, to recognise the individual may be shy, anxious or nervous when meeting a professional for the first time and be able to respond appropriately.

To assess their ability to undertake suitable introductions and begin building a positive and effective professional relationship.

Brief

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the room setting.

This is your first meeting with Carlos who has been diagnosed with post-traumatic stress disorder (PTSD) following an abusive relationship. He currently experiences flashbacks, nightmares, and anxiety and finds leaving his house difficult. Carlos is reluctant to talk about his PTSD as he feels anxious that talking about his experiences may make his symptoms worse.

You have been asked to meet with Carlos to introduce yourself and find out more about him before you start working together.

Carlos is waiting in the reception area for you.

Task

You are required to conduct a first meeting with Carlos.

Using the grid in item A, devise a series of questions that will help you find out information about Carlos.

You have up to 10 minutes to prepare for the meeting and devise the questions, which should focus on the following objectives:

- 1) General introductory questions to help Carlos feel comfortable.
- 2) Some information about his personal and social circumstances.
- 3) Establish what he would like to achieve from the weekly support with you.

You have up to 10 minutes to complete the meeting. You should write the individual's responses in the space provided in item A. Following the meeting, you have up to 10 minutes to record observations of the individual's verbal and non-verbal communication and how it may be relevant to their condition

(16 marks)

plus marks for underpinning skills – person-centred, holistic care and service frameworks and communication and effective relationships

Supporting information

Mode of assessment

This practical activity scenario involves role play. The individual will be played by a member of staff. A role play script is provided below.

The simulated station should be set up in a classroom with a table and 2 chairs on each side of the table. The role player should be seated in a waiting area. The student should collect the role player and take them to the station.

The student should be provided with a quiet space to read and make notes before meeting with the role player and after the meeting. This could be a desk and chair for the student to use in the corner of the simulated station.

Equipment

This practical activity scenario requires the following equipment:

- a waiting area for the role player to be collected from
- a desk with a chair
- a table
- 2 chairs
- a clock

Resources

Students are given a grid (item A) to devise the questions and record the responses. On the bottom of Item A is a box in which they must identify any observations of the individual's verbal and non-verbal communication and how they may be relevant to their condition.

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 35 minutes.

Performance outcomes

This practical activity scenario assesses:

PO1: Provide care and support to individuals with mental health conditions

PO2: Assist the mental health team with mental health tasks and therapeutic interventions

PO3: Promote mental wellbeing

First meeting with the individual: role play script

The individual needs to be portrayed as someone who is anxious, fearful and nervous. This should be portrayed in their body language, facial expressions, and tone (fidgeting, avoiding eye contact, quivering voice, slow quiet tone, serious facial expression)

- use this information to answer the questions asked by the student during the meeting
- only offer the information if the student asks
- initial responses are highlighted in bold and additional responses if prompted by the student are in normal text. Some question responses in bold offer a choice for the role player to give

These responses are guides for how the student may pose questions. The questions that the student asks may not be the exact wording that is identified but the range of examples is sufficient to give an idea of how the individual can respond to questions posed by the student.

Questions	Response
General introductory questions with an aim to help settle the individual	
Questions that ask how they are.	<p>I am okay.</p> <p>I am a bit nervous.</p> <p>I was a bit anxious about coming today.</p>
Questions that ask about them getting to the centre.	<p>I drove</p> <p>I walked</p> <p>I caught the bus.</p>
Did you find your way here okay?	Yes
Did you have any problems getting here today?	No, it was okay.
Personal and social information about the individual	
Questions that ask about personal information.	<p>Name – Carlos</p> <p>Age – 28 years old</p> <p>Lives on his own.</p> <p>No children</p> <p>Has a pet dog – called Bobby</p> <p>Works at a local garage – has always been interested in cars, has been off sick for 3 months and is worried about going back</p> <p>Likes cycling – doesn't do it very much anymore</p> <p>Likes movies – Science fiction – Star Wars is favourite</p>
Questions that ask about support networks.	<p>Mum and Dad – live close by, both very busy with work</p> <p>Two sisters – one is away at university, the other has young children</p> <p>Jake – a good friend speaks or texts most days</p> <p>Work colleagues – gets on with them but they have very busy lives with their families and he hasn't kept in touch whilst off sick</p>

<p>Questions that ask what the individual would like to get from the support</p>	<p>Reduce anxiety – feel able to control mood and panic.</p> <p>Go back to work – feel able to return to ‘normal life’.</p> <p>Feel able to go out – to manage the fear of going out and not being in control.</p> <p>Control nightmares and flashbacks – to stop the negative thoughts and fears.</p> <p>Feel able to move on – feel like self again/feel like before.</p>
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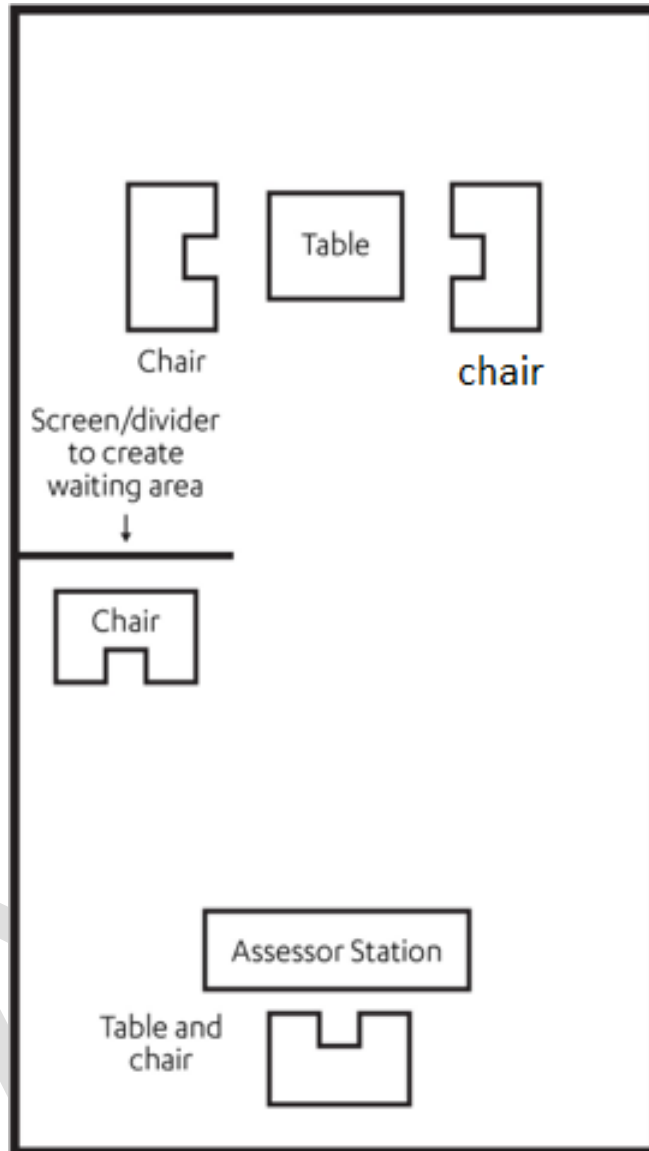
Item A: questions for first meeting with the individual

Questions	Response

Observations of individual's verbal and non-verbal communication and how they may be relevant to the individual's condition

SAMPLE

Floor plan scenario 1



Practical activity scenario 2

This practical activity scenario requires students to:

OPA9: Enable an individual to manage their condition through demonstrating the use of coping strategies and skills

Purpose

To assess the student's ability to promote a recovery-based and holistic approach enabling the individual to manage their condition.

To assess the student's application of knowledge of different coping strategies and skills that can be used by the individual.

Brief

You have an appointment for a one-to-one session today with Rohit.

Rohit is 34 years old and has been self-harming after being assaulted in his own home last year. This includes cutting and burning his skin.

He self-harms most days, which tends to be in the evening after he has finished work.

You have been asked by the registered practitioner to meet with Rohit and discuss 3 coping strategies or skills that will support him to manage his condition.

Task

You have up to 5 minutes to carefully read through the scenario and familiarise yourself with the room setting.

You have 10 minutes to prepare for the discussion. To prepare, you need to make notes on strategies or skills to support Rohit. Use the notes page (item B).

You will then have up to 15 minutes for the discussion with Rohit.

Rohit will be seated in the waiting area.

Each strategy or skill discussed should be recorded on the supporting template (item C) provided.

(16 marks)

plus marks for underpinning skills – person-centred, holistic care and service frameworks and health and safety and risk management

Supporting information

Mode of assessment

This practical activity scenario involves role play. The patient will be played by a member of staff.

The simulated station should be set up in a classroom with a table and 2 chairs on each side of the table. The role player should be seated in a waiting area. The student should collect the role player and take them to the station.

The student should be provided with a quiet space to read and make notes before meeting with the role player. This could be a desk and chair for the student to use in the corner of the simulated station.

Equipment

This practical activity scenario requires the following equipment:

- a waiting area for the role player to be collected from
- a desk with a chair
- a small table
- 2 chairs
- a clock

Resources

Students are given a notes page (item B) to prepare for their discussion and a supporting template (item C) to record 3 strategies or skills that will support him to manage his condition.

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 30 minutes.

Performance outcomes

This practical activity scenario assesses:

PO1: Provide care and support to individuals with mental health conditions

PO2: Assist the mental health team with mental health tasks and therapeutic interventions

PO3: Promote mental wellbeing

Evidence requirements

- audio-visual evidence
- assignment brief booklet

Role play script

The individual needs to be portrayed as someone who is anxious but engaging in their responses. This should be portrayed in their body language (avoiding eye contact), facial expressions and their tone:

- use this information to answer the questions asked by the student during the discussion
- only offer the information if the student asks
- initial responses are highlighted in bold and additional responses, if prompted by the student, are in normal text

Some question responses in bold offer a choice for the role player to give. These responses are guides for how the student may pose questions. The questions that the student asks may not be the exact wording that is identified but the range of examples is sufficient to give an idea of how the individual can respond to questions posed by the student.

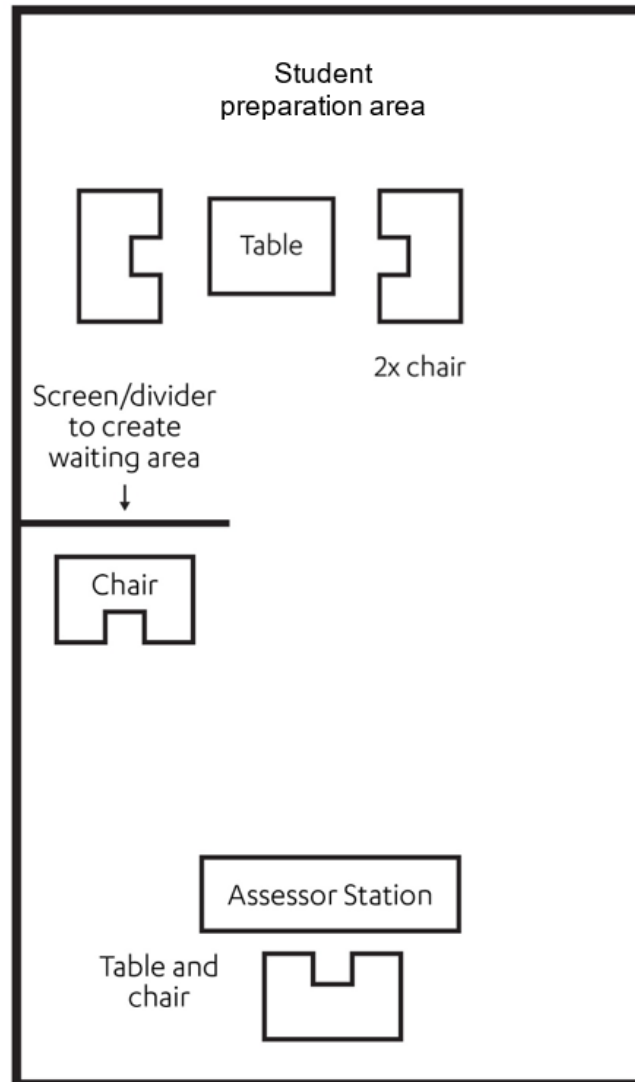
Questions	Response
General introductory questions with an aim to help settle the individual	
Questions that ask them how they are.	I am okay. I am a bit nervous. I was a bit anxious about coming today.
Questions that ask them about getting to the centre.	I caught the bus. I walked. I drove.
Did you have any problems getting here today?	No, it was okay. Felt anxious.
Is it the first time you have been to the centre?	No.
Personal and social information about the individual	
Questions about their personal information.	Age: 34 years old.
Questions about support networks.	Friends – friends who he used to play football with, 1 close friend who he texts most days and sees once per month. Family members – close to his brother, he has a partner, but they don't live together. Groups – plays football twice per week, he hasn't been going for three months.

	College/work – he works in an office; he enjoys his job. He has been working from home more in the past 6 months.
What do you enjoy doing?	Spending time with partner/friends/family. Watching sport Playing football
What helps you relax?	Watching sport Playing football Walking Reading Going to the cinema
About the individual's self-harm	
What are the triggers?	Anger and frustration/sadness Fear A need to disconnect
Are there any patterns as to when it happens?	In the evening when remembers the assault
How does it feel?	A sense of relief but then sore and regrets it.
What do you do?	Hold a lighter over skin Cutting skin with a blade
Have you resisted self-harming before?	Partner gets upset about it, tries to resist when due to meet
Coping strategies or skills	
Are you ok if we go through some coping strategies or skills?	Yes
Do you know what coping strategies or skills are?	Yes, or I think so.

Item C: supporting template

Name	
Date	
Strategy 1	
Strategy 2	
Strategy 3	
Signed/date	

Floor plan scenario 2



Practical activity scenario 3

This practical activity scenario requires students to:

OPA1: Observe, measure, record, and report on physiological health of individuals receiving care and support

OPA2: Observe, record and report changes in the mental health of individuals when providing care and support

Purpose

To assess the student's communication skills when meeting an individual with a mental health concern for the first time.

To assess the student's ability to observe, measure, record, and report on physiological health of individuals receiving care and support.

To assess the student's ability to observe, record, and report changes in the mental health of individuals when providing care and support.

Brief

You have been asked to support the mental health team within the wellbeing clinic. You are working alongside a mental health nurse who is overseeing the clinic.

You have been asked to see the next patient, conduct their physiological measurements, and record them.

The patient is an individual with anorexia and anxiety. They have come to the clinic today for their physiological measurements to be taken.

This is the first time you have met the person.

There is a room set up for you.

Task

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the room setting. You then have a further 20 minutes to complete the task.

You will meet with the patient and take the following measurements. You must record these on the physiological measurements form (item D):

- blood pressure
- heart rate
- oxygen saturation levels
- body temperature

You will then undertake a discussion with the patient about their physiological measurements and their physical and mental health.

Record any other observations in relation to the patient's physical or mental health in the relevant space on the physiological measurements form (item D).

(16 marks)

plus marks for underpinning skills – person-centred, holistic care and service frameworks and communication and effective relationships

Supporting information

Mode of assessment

This practical activity scenario involves role play. The individual will be played by a member of staff. A role play script is provided below.

This simulated station requires a treatment room environment. This can be an area within a classroom sectioned off. The station should include a table with 2 chairs situated around the table. A bench/table with the required equipment should be available for the student's use.

The student should collect the role player and take them to the station. The waiting area should be within acceptable reach of the station. One assessor should be responsible for observing the practical activity from the collection of the role player at the waiting area to the station and for the duration of this task.

The student should demonstrate taking physiological measurements, following that you should provide them with the below measurements to use for their discussion.

Physiological measurements	
Blood pressure (mmHg)	90/60
Heart rate/pulse (bpm)	93
Oxygen saturation (SpO ₂)	95%
Body temperature (°C)	37.5

Equipment

This practical activity scenario requires the following equipment:

- a waiting area for the role player to be collected from with a chair, role player to be seated
- a simulated treatment room
- 2 chairs
- a table
- a clock
- a blood pressure (BP) machine
- a watch with a second hand

- a pulse oximeter
- a thermometer
- handwashing equipment
- personal protective equipment (PPE) – gloves and apron
- general cleaning equipment and products (for example, disinfectant wipes)

Resources

Students are given a physiological measurements form (item D) to record their measurements. At the bottom of the form, they must note any further observations in relation to the patient's physical or mental health during this first meeting.

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 25 minutes.

Performance outcomes

This practical activity scenario assesses:

PO1: Provide care and support to individuals with mental health conditions

PO2: Assist the mental health team with mental health tasks and therapeutic interventions

PO3: Promote mental wellbeing

Role play script

The individual needs to be portrayed as someone who is anxious in their responses. This should be portrayed in their body language, facial expressions and their tone. They should appear low in mood, lacking energy and guarded in responses, but engage with the procedures:

- use this information to answer the questions asked by the student during the assessment
- only offer the information if the student asks
- initial responses are highlighted in bold and additional responses if prompted by the student are in normal text – some question responses in bold offer a choice for the role player to give

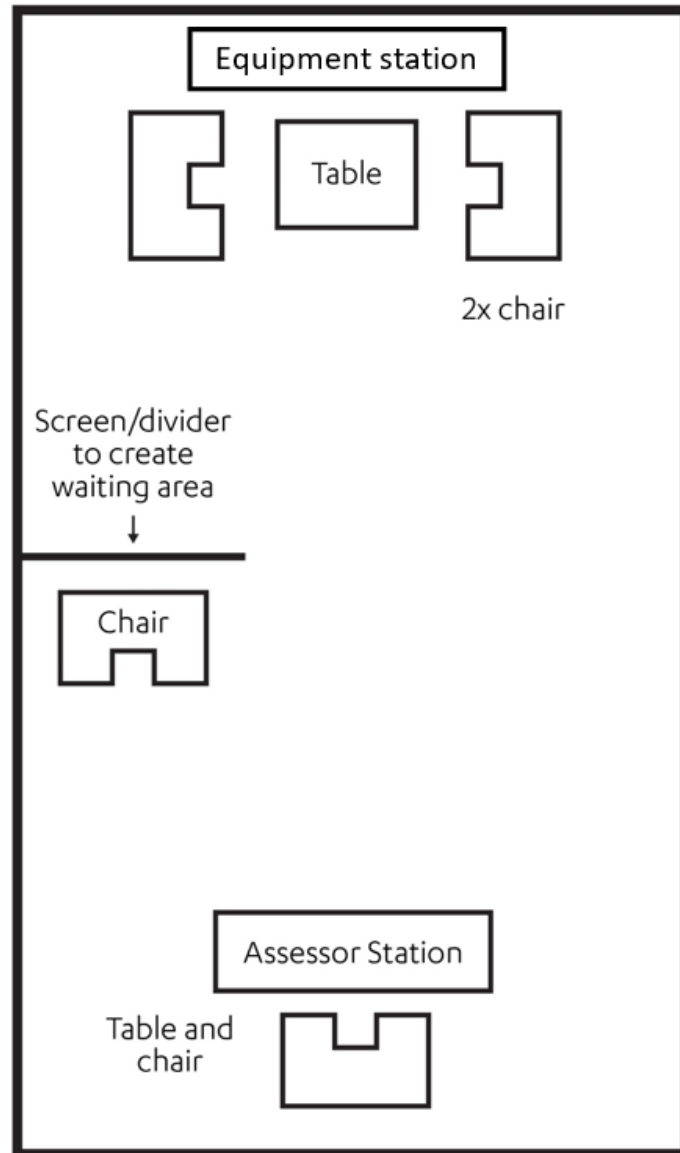
These responses are guides for how the student may pose questions. The questions that the student asks may not be the exact wording that is identified but the range of examples is sufficient to give an idea of how the individual can respond to questions posed by the student.

Questions	Response
General introductory questions with an aim to help settle the individual	
Questions that ask how they are.	<p>I am okay.</p> <p>I am a bit nervous.</p> <p>I was a bit anxious about coming today.</p> <p>I feel tired.</p>
Questions that ask about them getting to the centre.	<p>My mum dropped me off here.</p> <p>I caught the bus.</p> <p>I walked.</p>
Did you have any problems getting here today?	I'm very tired.
Personal and social information about the individual	
Questions that ask about personal information and interests.	<p>Age: 19 years old.</p> <p>Lives with parents.</p> <p>Has a pet cat – called Socks.</p> <p>Works part-time – in a supermarket.</p> <p>Goes to university – studying to be a primary school teacher.</p> <p>Likes reading.</p> <p>Likes spending time with the family.</p> <p>Feels like anxiety getting worse and not been feeling very well.</p> <p>Lack of motivation to complete activities of daily living –not motivated to shower or get dressed.</p> <p>Staying in bed, not eating properly.</p>

Item D: physiological measurements form

Physiological measurements		Notes
Blood pressure (mmHg)		
Heart rate		
Oxygen saturation (SpO ₂)		
Body temperature (°C)		
Mental and physical health observations		
Mental health		
Physical health		

Floor plan scenario 3



Practical activity scenario 4

This practical activity scenario requires students to:

OPA11: Assist with collaborative risk assessment and risk management with individuals with mental health needs, involving carers and family members if appropriate, and summarise findings

Purpose

To assess the student's ability to assist with collaborative risk assessment and risk management with individuals with mental health needs.

To assess student's ability to select key information from discussions and/or text and summarise concisely in appropriate style for audience and purpose.

Brief

You are working with a patient who has experienced alcohol addiction in the past.

They have not drunk alcohol for 3 years and they are currently engaging in a cognitive behavioural therapy (CBT) programme for their addiction.

They have an appointment at the Community Mental Health Resource Centre (CMHRC) to revise their risk management plan. You have been asked to have an initial discussion with them before their appointment.

Task

You have up to 5 minutes to carefully read through the brief above and supporting information and familiarise yourself with the room setting. You then have a further 25 minutes to complete the task.

Complete the personalised risk management plan (item E) with the patient. Identify 2 responses in each section.

(16 marks)

plus marks for underpinning skills – person-centred, holistic care and service frameworks and health and safety and risk management

Supporting information

Mode of assessment

This practical activity scenario requires role play. The individual will be played by a member of staff.

A role play script is provided below.

The simulated station should be set up in a classroom. The 2 chairs should be facing each other, at a slight angle. The clock should be facing the student to help pace them through the task.

The role player can be seated outside the station for the student to collect once they have read the task. The student should read the task and make any notes at the station.

Equipment

This practical activity scenario requires the following equipment:

- a place for the role player to be seated waiting to be collected
- 2 chairs
- small table
- a clock

Resources

Students are given a risk management plan (item E) to make notes on.

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 30 minutes.

Performance outcomes

This practical activity scenario assesses:

PO1: Provide care and support to individuals with mental health conditions

PO2: Assist the mental health team with mental health tasks and therapeutic interventions

PO3: Promote mental wellbeing

Evidence requirements

- audio-visual evidence
- assignment brief booklet

Role play script

The service user needs to be portrayed as someone who is confident but upset in their responses. This should be portrayed in their body language, facial expressions and their tone:

- use this information to answer the questions asked by the student during the assessment
- only offer the information if the student asks
- initial responses are highlighted in bold and additional responses, if prompted by the student, are in normal text

Some question responses in bold offer a choice for the role player to give.

These responses are guides for how the student may pose questions. The questions that the student asks may not be the exact wording that is identified but the range of examples is sufficient to give an idea of how the individual can respond to questions posed by the student.

Questions	Response
General introductory questions with an aim to help settle the individual	
Questions that ask how they are.	I am a bit upset I don't like talking about it. I was a bit anxious about coming today.
Questions that ask about them getting to the centre.	I drove. I caught the bus. I walked.
Did you have any problems getting here today?	I felt anxious
Is it the first time you have been to the centre?	No, I have been before.
Personal and social information about the service user:	
Questions to confirm personal information	Age: 44 Lives with partner and 2 children. Working in a factory. Likes films, exercise and singing.
Questions about support networks.	Friends – several close friends. Family members – parents, 3 brothers. Groups – goes to choir. Sports clubs – is a member of gym.
Personal trigger questions	
Why are you feeling distressed today?	Feel upset about talking about this.
Can you think of any triggers that increase your feelings about alcohol?	Going out with friends. Parties and social events. A hard day and feeling like I need a release.

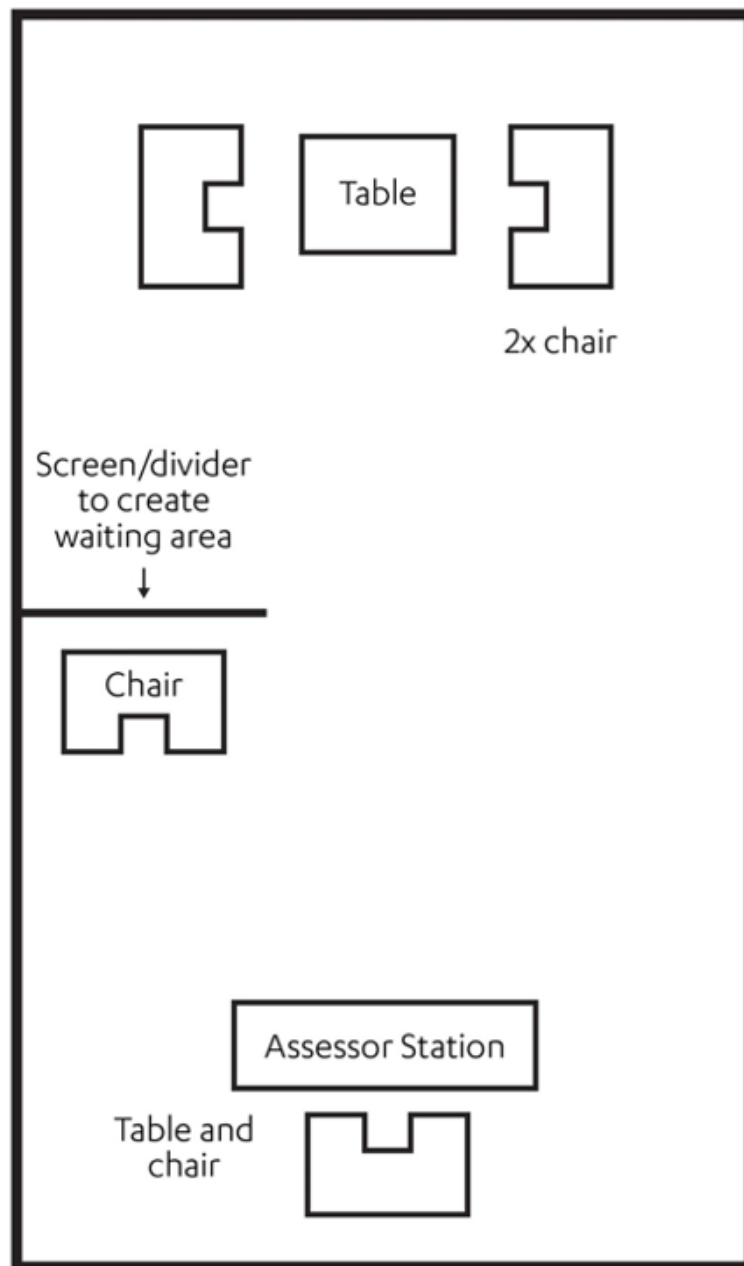
Things I can do?	
<p>What kinds of things can you do to support yourself and increase your wellbeing?</p>	<p>Attending counselling.</p> <p>Talking more about how I feel even though it is hard.</p> <p>Being open about why I am not drinking.</p> <p>Arranging to go for meals or socialising where people don't drink alcohol.</p>
Coping Skills	
<p>What helps you to cope better?</p> <p>This might be skills you already have or want to learn.</p>	<p>Attending choir and singing makes me feel good.</p> <p>Talking to friends.</p> <p>Making sure I get enough sleep.</p> <p>I would like to learn how to meditate.</p> <p>Going to the gym gives me a release.</p>
Prevention strategies	
<p>What strategies do you currently use which work for you?</p>	<p>Being the organiser of social events so I can control where we go.</p> <p>Planning to go to the gym or do something with family when I know I am going to have a stressful day.</p> <p>Take time out to go for walks or bike rides to clear my head.</p>

Item E: risk management plan

Date		
Personal risk/Recovery plan		
Section 1 – Personal triggers that put me at risk:		
1.	2.	
Section 2 – Things I can do to address each trigger:		
1.	2.	
Section 3 – Coping skills I can use or learn:		
1.	2.	
Section 4 – My relapse prevention strategies:		
1.	2.	

NCFE materials adapted from Max Birchwood (2014) 'Staying Well Plan ' Tees Esk and Wear Valleys NHS Foundation Trust, Unpublished

Floor plan scenario 4



PAA mark scheme

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

The following marking grids should be used to assess students and award marks for the scenario-specific skills and underpinning skills. The indicative content for the scenario-specific skills is for the practical activity scenarios set for the [sample] 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 on the NCFE website.

Assessors are reminded that they should complete a student assessment record form to record descriptive information and evidence of the student's skills and knowledge demonstrated during the PAA. The student assessment record form can be found on the NCFE website.

Marking guidance

Marking grid

The marking grids for the scenario-specific skills and the underpinning skills identify the 4 assessment criteria that students are assessed against. Each assessment criterion is out of a total of 4 marks.

The assessment criteria are broken down into 4 bands with a corresponding descriptor. The descriptor for the band indicates the qualities of a student's performance in that band. The band is the mark that should be awarded for that assessment criterion for example band 1 = 1 mark and band 4 = 4 marks. There is a total of 16 marks available for the scenario-specific skills and 12 marks available for underpinning skills mark schemes which should be used in accordance with the assessment requirements (see page 8 for details).

When determining marks for scenario-specific skills, assessors should only consider the quality of the student's performance in that scenario. When determining a band/mark, assessors' decisions should be based on the overall quality of the student's performance in relation to the descriptors. If the student's performance covers different aspects of different bands, assessors should use a best-fit approach to award the band/mark.

When determining marks for underpinning skills, the assessor should consider performance across all scenarios. Where certain scenarios do not provide opportunities for students to demonstrate an underpinning skill, students should not be penalised; the mark awarded should be based on the quality of the student's performance in scenarios where the underpinning skills have emerged. When determining a band/mark, assessors' decisions should be based on the overall quality of the student's performance in relation to the descriptors. If the student's performance of a particular underpinning skill is inconsistent across scenarios, and 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.

SAMPLE

Scenario-specific skills marking grid

Band	Demonstration of knowledge and understanding of mental health conditions and/or mental wellbeing and treatments		Application of best practice and agreed ways of working when assisting to carry out appropriate therapeutic interventions and/or care or support for individuals as delegated by the mental health team		Use of strategies and/or techniques for support and care when assisting to carry out appropriate therapeutic interventions as delegated by the mental health team		Observing, recording, selecting and/or presenting/reporting data and/or handling information when assisting to carry out appropriate clinical interventions and/or care or support for individuals as delegated by the mental health team	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
4	4	The student demonstrates a highly effective application of knowledge of mental health conditions and mental wellbeing and/or an excellent understanding of how mental health conditions and wellbeing can impact on the individual and others in terms of emotions, thinking and behaviour, which is	4	The student demonstrates a highly effective application of delegated therapeutic interventions and/or care or support for individuals, that is consistently in line with best practice guidelines and agreed ways of working. The student is highly effective at working collaboratively with individuals, carers, and other	4	The student always assists registered practitioners to implement appropriate strategies and/or techniques in a highly effective way. The student provides excellent support for individuals with mental health and wellbeing needs that always suits the particular purpose.	4	The student observes, records, selects and/or represents/reports data and/or information in a highly effective and clear way, when assisting to carry out appropriate therapeutic interventions and/or care or support for individuals as delegated by the mental health team.

Band	Demonstration of knowledge and understanding of mental health conditions and/or mental wellbeing and treatments		Application of best practice and agreed ways of working when assisting to carry out appropriate therapeutic interventions and/or care or support for individuals as delegated by the mental health team		Use of strategies and/or techniques for support and care when assisting to carry out appropriate therapeutic interventions as delegated by the mental health team		Observing, recording, selecting and/or presenting/reporting data and/or handling information when assisting to carry out appropriate clinical interventions and/or care or support for individuals as delegated by the mental health team	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
		sustained throughout the student's practice.		healthcare professionals to support mental health needs, which is always within scope of own role.				
3	3	The student demonstrates an effective application of knowledge of mental health conditions and mental wellbeing and/or a good understanding of how mental health conditions and wellbeing can impact on the individual and others in terms of emotions, thinking and behaviour, which is	3	The student demonstrates an effective application of delegated therapeutic interventions and/or care or support for individuals, that is usually in line with best practice guidelines and agreed ways of working. The student is effective at working collaboratively with	3	The student usually assists registered practitioners to implement appropriate strategies and/or techniques in an effective way. The student provides good support for individuals with mental health and wellbeing	3	The student observes, records, selects and/or represents/reports data and/or information in an effective and mostly clear way, when assisting to carry out appropriate therapeutic interventions and/or care or support for individuals as

Band	Demonstration of knowledge and understanding of mental health conditions and/or mental wellbeing and treatments		Application of best practice and agreed ways of working when assisting to carry out appropriate therapeutic interventions and/or care or support for individuals as delegated by the mental health team		Use of strategies and/or techniques for support and care when assisting to carry out appropriate therapeutic interventions as delegated by the mental health team		Observing, recording, selecting and/or presenting/reporting data and/or handling information when assisting to carry out appropriate clinical interventions and/or care or support for individuals as delegated by the mental health team	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
		generally sustained throughout the student's practice.		individuals, carers, and other healthcare professionals, which is usually within scope of role.		needs that generally suits the particular purpose.		delegated by the mental health team.
2	2	The student demonstrates reasonable application of knowledge of mental health conditions and mental wellbeing and/or a satisfactory understanding of how mental health conditions and wellbeing can impact on the individual and others in terms of emotions, thinking and behaviour,	2	The student demonstrates a reasonably effective application of delegated therapeutic interventions and/or care or support for individuals, that is sometimes in line with best practice guidelines and agreed ways of working.	2	The student sometimes assists registered practitioners to implement appropriate strategies and/or techniques in a reasonably effective way. The student provides satisfactory support for individuals with mental health and wellbeing needs that	2	The student observes, records, selects and/or represents/reports data and/or information in a reasonably effective and partially clear way, when assisting to carry out appropriate therapeutic interventions and/or care or support for individuals as

Band	Demonstration of knowledge and understanding of mental health conditions and/or mental wellbeing and treatments		Application of best practice and agreed ways of working when assisting to carry out appropriate therapeutic interventions and/or care or support for individuals as delegated by the mental health team		Use of strategies and/or techniques for support and care when assisting to carry out appropriate therapeutic interventions as delegated by the mental health team		Observing, recording, selecting and/or presenting/reporting data and/or handling information when assisting to carry out appropriate clinical interventions and/or care or support for individuals as delegated by the mental health team	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
		which is partially sustained throughout the student's practice.		The student is reasonably effective at working collaboratively with individuals, carers, and other healthcare professionals, which is sufficiently within scope of role.		partially suits the particular purpose.		delegated by the mental health team.
1	1	The student demonstrates limited application of knowledge of mental health conditions and mental wellbeing and/or a basic understanding of how mental health conditions and wellbeing can impact on the	1	The student demonstrates minimally effective application of delegated therapeutic interventions and/or care or support for individuals, that is occasionally in line with best	1	The student occasionally assists registered practitioners to implement appropriate strategies and/or techniques in a minimally effective way.	1	The student observes, records, selects and/or represents/reports data and/or information in a minimally effective and clear way, when assisting to carry out appropriate therapeutic interventions

Band	Demonstration of knowledge and understanding of mental health conditions and/or mental wellbeing and treatments		Application of best practice and agreed ways of working when assisting to carry out appropriate therapeutic interventions and/or care or support for individuals as delegated by the mental health team		Use of strategies and/or techniques for support and care when assisting to carry out appropriate therapeutic interventions as delegated by the mental health team		Observing, recording, selecting and/or presenting/reporting data and/or handling information when assisting to carry out appropriate clinical interventions and/or care or support for individuals as delegated by the mental health team	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
		individual and others in terms of emotions, thinking and behaviour, which is fragmented throughout the student's practice.		practice guidelines and agreed ways of working. The student is minimally effective at working collaboratively with individuals, carers, and other healthcare professionals, which is minimally within scope of role.		The student provides basic support for individuals with mental health and wellbeing needs that rarely suits the particular purpose.		and/or care or support for individuals as delegated by the mental health team.
0	No evidence demonstrated or nothing worthy of credit.							

Underpinning skills marking grid

Band	Person-centred, holistic care and service frameworks		Communication and effective relationships		Health and safety and risk management	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
4	4	<p>The student demonstrates excellent person-centred, holistic care, ensuring that they always involve the individuals when supporting with mental health conditions.</p> <p>The student's adherence to and compliance with the appropriate guidelines, policies and service frameworks for mental health is excellent, demonstrating consistency in care provided within their role to support individuals with mental health conditions.</p>	4	<p>The student demonstrates highly effective communication skills and where appropriate, successfully uses them to overcome barriers that prevent the building and sustaining of effective relationships.</p> <p>The student's tone, register and level of detail is excellent and always reflects the level and experience of the audience and purpose.</p> <p>The student uses technical language with accuracy, and they always demonstrate active listening to meet the needs of the individuals.</p>	4	<p>The student's ability to follow health and safety and/or risk assessment processes identified by the mental health team is excellent, when assisting to carry out delegated therapeutic interventions and/or support strategies with individuals.</p> <p>The student's application of knowledge of scope of safe practice is highly effective and they always work within the limitations of their role, safeguarding the individual's wellbeing.</p>

Band	Person-centred, holistic care and service frameworks		Communication and effective relationships		Health and safety and risk management	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
3	3	<p>The student demonstrates good person-centred, holistic care, usually ensuring that they involve the individuals when supporting with mental health conditions.</p> <p>The student's adherence to and compliance with the appropriate guidelines, policies and service frameworks for mental health is good, demonstrating generally consistent care provided within their role to support individuals with mental health conditions.</p>	3	<p>The student demonstrates effective communication skills and where appropriate, uses them generally successfully to overcome barriers that prevent the building and sustaining of effective relationships.</p> <p>The student's tone, register and level of detail is good and generally reflects the level and experience of the audience and purpose.</p> <p>The student's use of technical language is generally accurate, and they usually demonstrate active listening to meet the needs of the individuals.</p>	3	<p>The student's ability to follow health and safety and/or risk assessment processes identified by the mental health team is good, when assisting to carry out delegated therapeutic interventions and/or support strategies with individuals.</p> <p>The student's application of knowledge of scope of safe practice is effective and they usually work within the limitations of their role, safeguarding the individual's wellbeing.</p>

Band	Person-centred, holistic care and service frameworks		Communication and effective relationships		Health and safety and risk management	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
2	2	<p>The student demonstrates satisfactory person-centred, holistic care, sometimes ensuring that they involve the individuals when supporting with mental health conditions.</p> <p>The student's adherence to and compliance with the appropriate guidelines, policies and service frameworks for mental health is satisfactory, demonstrating partially consistent care provided within their role to support individuals with mental health conditions.</p>	2	<p>The student demonstrates reasonably effective communication skills and where appropriate, uses them somewhat successfully to overcome barriers that prevent the building and sustaining of effective relationships.</p> <p>The student's tone, register and level of detail is satisfactory and sometimes reflects the level and experience of the audience and purpose.</p> <p>The student's use of technical language is partially accurate and sometimes demonstrates active listening to meet the needs of the individuals.</p>	2	<p>The student's ability to follow health and safety and/or risk assessment processes identified by the mental health team is satisfactory, when assisting to carry out delegated therapeutic interventions and/or support strategies with individuals.</p> <p>The student's application of knowledge of scope of safe practice is satisfactory and they work sufficiently within the limitations of their role, but this may risk failure to safeguard the individual's wellbeing.</p>

Band	Person-centred, holistic care and service frameworks		Communication and effective relationships		Health and safety and risk management	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
1	1	<p>The student demonstrates basic person-centred, holistic care, occasionally ensuring that they involve the individuals when supporting with mental health conditions.</p> <p>The student's adherence to and compliance with the appropriate guidelines, policies and service frameworks for mental health is poor, demonstrating limited consistency in care provided within their role to support individuals with mental health conditions.</p>	1	<p>The student demonstrates minimally effective communication skills and where appropriate, uses them with limited success to overcome barriers that prevent the building and sustaining of effective relationships.</p> <p>The student's tone, register and level of detail is basic and rarely reflects the level and experience of the audience and purpose.</p> <p>The student's use of technical language is limited in accuracy, and they rarely demonstrate active listening to meet the needs of the individuals.</p>	1	<p>The student's ability to follow health and safety and/or risk assessment processes identified by the mental health team is poor, when assisting to carry out delegated therapeutic interventions and/or support strategies with individuals.</p> <p>The student's application of knowledge of scope of safe practice is limited and they rarely work within the limitations of their role, which risks failure to safeguard the individual's wellbeing.</p>
0	No evidence demonstrated or nothing worthy of credit.					

Indicative content

Practical activity scenario 1

Use of enhanced communication skills to build professional relationship including:

- open and friendly manner when meeting and greeting individual from waiting area
- good use of eye contact
- smiling
- friendly manner
- upright and open body language
- giving their name, for example, 'hello my name is Sarah and I am a mental health support worker, would you like to come with me...'
- shaking hands (this is not obligatory, but some individuals may put their hands out and some students may use this)
- saying hello, asking name, 'please come with me'
- clear tone and pace when speaking
- offers individual a seat/directs to a seat
- asks if the individual is comfortable
- closes door
- asks individual if they are happy to continue with meeting

Use of enhanced communication skills to conduct meeting including:

- gives name and role at start of meeting
- thanks the individual for coming
- briefly explains role, for example, 'I am Sarah, I am a mental health support worker', 'I will be working with you on....'
- uses a range of open questions to elicit information and build relationships, for example, where they live, how they got there today, hobbies, what they feel they would like to work on, improve on, what are some of the things they find difficult
- displays unconditional positive regard (UPR) for example they are not judgemental in their approach
- does not patronise, for example, 'you poor thing'
- shows respect and empathy, for example, show understanding for their difficulties
- good use of eye contact, this also includes strategies – effective communication – bullet points below
- active listening, for example, nodding, smiling, using 'aha, yes, okay', facing the individual, open body posture
- clarifying individual's responses, for example, 'did you mean?', 'am I right in understanding that?'
- reflection of individual's responses, for example, 'so you like to cycle', 'you said you feel a bit nervous about...'

- uses open body language, for example, facing individual, hands in lap, uncrossed arms, uncrossed legs, sitting slightly back, relaxed facial expressions – smiling
- uses verbal prompts to encourage continuation of conversation/acknowledge responses, for example, aha, yes, okay, I see, I understand, hm hm
- checks individual is okay during session
- good use of tone, pitch and pace, for example, not talking too fast or slow, not shouting, relaxed pitch in voice
- asks if individual has any questions
- clarification/discussion
- interprets and responds to non-verbal cues (for example agitation, fidgeting)
- records responses accurately and concisely

Brings meeting to a close, for example, 'it's time to finish our meeting now, it's been nice to meet you':

- thanks individual for attending
- sees client out of room, for example, gets up and opens door for client, lets them out first
- shakes hands (not obligatory to shake hands) says goodbye
- records observations of the individual's verbal and non-verbal communication and how it may be relevant to their condition: non-verbal communication relevant to anxiety: fidgeting, avoiding eye contact, quivering voice, slow quiet tone, serious facial expression, verbal communication relevant to anxiety, expressing feeling of being nervous and worried, wanting to return to work, not liking to leave the house

Accept other appropriate actions.

Practical activity scenario 2

Student greets the service user in an open and friendly manner when starting the session.

Student demonstrates an understanding of the following:

- self-harm and its effect on service user's personal life
- affects the service user on many levels
- everyone's triggers for self-harm are different
- impacts on the service user's appearance and self-esteem
- can affect their physical health depending on the nature of the self-harm (for example, may inadvertently cut too deep, blood loss, infection, healing)

Student adheres to safe working practices for working with service user who self-harms such as:

- awareness of room setup (for example, exit route)
- inform colleagues of meeting, time (expected start and end)
- use of personal alarm

Student demonstrates effective use of communication skills, for example:

- eye contact, tone, body language, facial expressions
- empathic approach
- remain calm if service user becomes distressed

Student provides information in discussion regarding coping strategies using the service user's personal information as a framework.

Student completes notes suggesting appropriate coping strategies such as:

- exercise – playing football
- calling partner
- meeting up with friends
- elastic band technique
- drawing on body
- bath
- phoning a friend or family member
- listening to music
- watching a film
- visualisation

Student brings meeting to a close (for example, may give next steps, date for next session, thanks the individual and says goodbye).

Accept any other appropriate responses.

Practical activity scenario 3

Student demonstrates a safe and appropriate working environment including:

- set up space before greeting the service user – sufficient lighting, check temperature
- ensuring equipment required is present, accessible and in working order including:
 - general cleaning equipment and products (for example, disinfectant wipes)
 - blood pressure (BP) monitor
 - pulse oximeter/oxygen SATs
 - thermometer
- chairs are placed either side by side at a slight angle or face to face with adequate space in between to ensure face and eye contact is visible

Student greets the service user in an open and friendly manner when starting the session.

Student demonstrates use of enhanced communication skills to build professional relationship including:

- good use of eye contact
- smiling
- open and friendly manner
- giving their name (for example, 'hello my name is Sam, and I am a mental health support worker, would you like to come with me...')
- checking name/identity that they have the right person
- clear tone and pace when speaking

Student prepares for all interventions including:

- explanation of the plan to carry out physiological measurement and gains consent to proceed
- collection of equipment needed to carry out procedure
- cleaning the equipment prior to use as per infection control policy
- using general cleaning equipment and products (for example, disinfectant wipes)

Student completes blood pressure monitoring:

- selects and applies correct cuff size
- cuff applied correctly in line with artery
- records systolic pressure over diastolic pressure
- pressures recorded correctly on the physiological measurements chart

Student completes temperature monitoring:

- applies protective cover to thermometer probe
- places probe in the selected body area – ear, axilla, or oral
- leaves in place according to manufacturer's instructions – normally the thermometer will beep

- remove probe
- disposes of cover appropriately
- records result on the physiological measurements chart with correct numeric and degree noted

Student completes pulse monitoring:

- selects appropriate pulse point (usually radial artery)
- commences measuring pulse for one minute – noting rhythm regular/irregular
- records result on the physiological measurements chart

Student completes oxygen saturation monitoring:

- probe placed on finger for a minimum of one minute
- whilst probe in place, count breaths for one minute
- record results on the physiological measurements chart

Student documents actions in the physiological measurements chart including date, time, what observations have been taken and actions and signature.

Student documents any other observations noted through the discussion with patient relating to any of the following:

- mood levels
- cognition
- personal appearance
- body language
- fatigue levels

Student washes hands after procedure and places equipment back onto a suitable surface.

Student shows respect and empathy (for example, shows understanding of their difficulties, as appropriate).

Student may demonstrate the following effective communication strategies throughout the meeting:

- active listening
- facing the individual when the interventions allow
- reflection of individual's responses (for example, 'so you like to watch movies, 'you said you feel a bit anxious')
- use open body language wherever possible
- good use of tone, pitch, and pace
- ask open questions about their mental state, such as 'how have you been feeling? Any issues?'
- gives the individual opportunity to ask any questions

Student brings meeting to a close (for example, may give next steps, date for next session, thanks the individual and says goodbye).

Accept other appropriate responses.

Practical activity scenario 4

Student greets the service user in an open and friendly manner when starting the session.

Student gathers information from the service user relating to what the individual believes the risks are to them.

Triggers/warning signs may include:

- partner
- family
- work
- socialising with friends
- comments from others saying, 'are you not drinking?'
- having a stressful day

Student is able to support the service user to identify interventions to reduce and manage risk.

Students recommended actions the service user can take could include:

- tell friends they do not want to go to pubs
- arrange to meet up with people to do outdoor activities or for meals
- attend therapy/counselling
- focus on goals
- go for a walk

Student is able to support the service user with coping skills they could develop or use, such as:

- engage with CBT sessions
- use peer support groups
- develop a new hobby
- spend time on self-care such as gym or relaxation

Student is able to support the service user with guidance on relapse prevention, such as:

- attend all appointments with their care team
- speak to people when struggling
- write down the reasons why they want to recover and look at them when things feel difficult
- attend choir and set goals
- talk to other people, such as having a rant or sharing their worries with someone who understands
- try to distract themselves whenever they find themselves focusing on having a drink, such as trying a new hobby or interest that takes a lot of concentration
- try to think of some positive goals

Student brings meeting to a close (for example, may give next steps, date for next session, thanks the individual and says goodbye).

Accept other appropriate actions.

SAMPLE

Performance outcome grid

Practical activity scenario	O-PO1	O-PO2	O-PO3	Total
1	2	12	2	16
2	2	2	12	16
3	12	2	2	16
4	2	2	12	16
Underpinning	8	4		12
Total	26	22	28	76
% weighting	34	29	37	100%

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Change History Record

Version	Description of change	Approval	Date of issue
v1.0	Additional sample material		01 September 2023
v1.1	Sample added as a watermark	November 2023	16 November 2023