



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Mental Health Team

Assignment 3 – Professional discussion

Mark scheme

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Supporting the Mental Health Team

Mark scheme

Assignment 3

Professional discussion

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About this document

This mark scheme has been written by the assessment writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a student
- information on how individual marks are to be awarded
- the allocated performance outcomes and total marks for each question

SAMPLE

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. 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.

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

Extended-response marking grids have been designed to award a student's response holistically and should follow a best-fit approach. The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

When determining a band, you should use a bottom-up approach. If the response meets all the descriptors in the lowest band, you should move to the next one, and so on, until the response matches the band descriptor.

Remember to look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage and use the available marks within the band to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the assessment objectives (AOs), so as not to over/under credit a response. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement either, that students must cover all of the indicative content to be awarded full marks.

Mark scheme

This mark scheme has been written by the assessment writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a student
- information on how individual marks are to be awarded
- the allocated performance outcomes and total marks for each question

Performance outcomes

This assessment requires students to demonstrate the following:

Supporting healthcare (core)

PO1	Assist with an individual's overall care and needs to ensure comfort and wellbeing
PO2	Assist registered health professionals with clinical or therapeutic tasks and interventions
PO3	Undertake a range of physiological measurements

Supporting the Mental Health Team (option C)

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

Theme 1: communication and safeguarding

Question 1

Part A

Reflecting on your own experiences and learning, explain why communication between professionals is important for patient care.

Part B

Discuss a range of barriers to communication in mental health settings, referring to your own experiences and learning.

(12 marks)

Band	Mark	Descriptors
4	10–12	<p>Example of a relevant experience building a professional relationship is clearly linked to the healthcare setting, with a significant, embedded focus on mental health.</p> <p>Student presents with a high degree of clarity and is highly coherent. There is a substantive understanding of experiential learning in the example, in which the student clearly identifies links between practice, theory and application.</p> <p>Student confidently and coherently examines a relevant experience of managing challenging or difficult communication. Narrative demonstrates a highly developed understanding of the application of communication models to a specific scenario.</p> <p>Student demonstrates a highly developed understanding of ‘person-centred care’ as a concept and a practice. They clearly link this with the mental health care setting in a manner that demonstrates a deep understanding of the principles of care and the mental health environment.</p>
3	7–9	<p>Example of a relevant experience building a professional relationship is relevant and clearly linked to the healthcare setting, with a demonstrable focus on mental health. Student presents with a good degree of clarity and is coherent.</p> <p>There is a clear understanding of experiential learning in the example, in which the student identifies links between practice, theory and application.</p> <p>Student confidently and coherently examines a relevant experience of managing challenging or difficult communication. Narrative demonstrates a developed understanding of the application of communication models to a specific scenario.</p> <p>Student demonstrates a developed understanding of ‘person-centred care’ as a concept and a practice. They clearly link this with the mental health care setting in a manner that demonstrates a clear understanding of the principles of care and the mental health environment.</p>

Band	Mark	Descriptors
2	4–6	<p>Example of a relevant experience building a professional relationship is tenuously relevant and linked to the healthcare setting, with a basic focus on mental health. Student presents with some evidence of clarity and coherence.</p> <p>There is a basic understanding of experiential learning in the example. Links between practice, theory and application are tenuous and not fully developed.</p> <p>Student examines an experience of managing challenging or difficult communication. This lacks depth and detail. Narrative demonstrates a limited basic understanding of the application of communication models to a scenario that lacks specificity.</p> <p>Student demonstrates a basic understanding of ‘person-centred care’ as a concept and a practice. They link this with the mental health care setting in a manner that demonstrates a basic understanding of the principles of care and the mental health environment.</p>
1	1–3	<p>Example of a relevant experience building a professional relationship is partially relevant but is not clearly linked to the healthcare setting and does not consistently include a focus on mental health. Student presents with some degree of clarity and coherence although this may be disjointed and difficult to follow.</p> <p>There is a very limited, rudimentary understanding of learning in the example. This may be tentatively experiential and does not clearly identify links between practice, theory, and application.</p> <p>Student examines a relevant experience of managing challenging or difficult communication, but this is underdeveloped and rudimentary. Narrative demonstrates a limited understanding of the application of communication models to a specific scenario.</p> <p>Student demonstrates a limited understanding of ‘person-centred care’ as a concept and a practice. They tentatively link this with a care setting in a manner that demonstrates a limited understanding of the principles of care and the mental health environment, although this may not be directly linked to a mental health setting.</p>
	0	No creditworthy material

Indicative content

- demonstrates clear knowledge and appropriate application of communication
- demonstrates a range of techniques and a wide range of suitable solutions to challenges of communication; the learner can apply/address a range of communication skills to address language differences, non-verbal communication (such as braille and BSL) and source required tools/equipment/services
- describes the relationship that is established with both colleagues as part of a multi-disciplinary team, and in the trust/relationship formed with the service user
- principles of person-centred care are clearly applied and evaluated to show that they are adaptable to a range of care settings
- displays knowledge of relevant care practices/settings, and overall organisation and structure of mental health multi-disciplinary teams

- contains detailed understanding of the role of personal learning and the use of self-reflection to continue essential development

Accept other appropriate responses.

SAMPLE

Question 2

Part A

Reflecting on your own experiences and learning, outline why person-centred care is important for patients in relation to safeguarding.

Part B

Reflecting on your own experiences and learning, explain the link between data protection and the Care Act (2014) for the purpose of safeguarding patients.

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>Discussion of safeguarding includes comprehensive knowledge and deep understanding of the 6 core principles of safeguarding as defined in the Health and Social Care Act 2008. Student clearly and coherently links named safeguarding principles with a specific, compelling experience or scenario. This is firmly and coherently situated in the healthcare setting with demonstrable relevance to the mental health setting.</p> <p>Student demonstrates sound, fundamental understanding of the application of safeguarding in practice in named, specific contexts. Student presents this as a critical reflection of their experience and/or study.</p> <p>Student can explain in detail their experiences with strong understanding of safeguarding within the scope of the Deprivation of Liberty Safeguards/Liberty Protection Safeguards. This includes scope, content, and practical application in the mental health setting with clear contextual relevance.</p>
3	11–15	<p>Discussion of safeguarding includes developed knowledge and good understanding of the 6 core principles of safeguarding as defined in the Health and Social Care Act 2008. Student clearly and coherently links named safeguarding principles with a specific experience or scenario. This is coherently situated in the healthcare setting with relevance to the mental health setting.</p> <p>Student demonstrates good understanding of the application of safeguarding in practice in named, specific contexts. Student presents this as a critical, reflective description of their experience and/or study.</p> <p>Student can explain their experiences with good understanding of safeguarding within the scope of the Deprivation of Liberty Safeguards/Liberty Protection Safeguards. This includes scope, content, and practical application in the mental health setting.</p>

Band	Mark	Descriptor
2	6–10	<p>Discussion of safeguarding includes satisfactory knowledge and understanding of the 6 core principles of safeguarding as defined in the Health and Social Care Act 2008. Student links named safeguarding principles with a specific experience or scenario. This is situated in the healthcare setting with some relevance to the mental health setting.</p> <p>Student demonstrates limited understanding of the application of safeguarding in practice in named, specific contexts. Student presents this as a reflective description of their experience and/or study although this lacks criticality.</p> <p>Student can explain their experiences with some evidence of understanding of safeguarding within the scope of the Deprivation of Liberty Safeguards/Liberty Protection Safeguards. This includes scope, content and practical application in the mental health setting but lacks depth.</p>
1	1–5	<p>Discussion of safeguarding includes limited knowledge and understanding of the 6 core principles of safeguarding as defined in the Health and Social Care Act 2008. Student tenuously links named safeguarding principles with a vague experience or scenario. This is tentatively situated in the healthcare setting with very limited relevance to the mental health setting.</p> <p>Student demonstrates very limited understanding of the application of safeguarding in practice in named, specific contexts. Student presents this as a simple description of their experience and/or study.</p> <p>Student can outline their experiences with limited understanding of safeguarding within the scope of Deprivation of Liberty Safeguards/Liberty Protection Safeguards. This includes one aspect of scope, content, or practical application in the mental health setting.</p>
	0	No creditworthy material.

Indicative content

- demonstrates knowledge of the requirements of the Care Act 2014 with regards to person-centred care in a mental health setting.
- Gives understanding of Safeguarding Act in relation to the wellbeing of service users. Contains detail on patient consent, independence, choice and the legal rights of both service users and professionals, with a clear reporting procedure
- demonstrates knowledge of data protection and GDPR when applied to safeguarding requirements for all service users and the protection of professionals
- demonstrates working knowledge and appropriate application of safeguarding service users in a mental health facility who have named conditions such as self-harming, eating disorders, or dependency on alcohol and drugs

Theme 2: assisting the mental health team with mental health tasks and therapeutic interventions

Question 3

Part A

Referring to your own experiences and learning, discuss mental health tasks and therapeutic interventions that you have assisted with.

Part B

Reflecting on your own experience and learning, explain the benefits of early intervention in the care and treatment of an individual.

(12 marks)

Band	Mark	Descriptor
4	10–12	<p>The student will discuss mental health tasks and therapeutic interventions, demonstrating an excellent and detailed understanding.</p> <p>The student will provide specific examples of intervention and care tailored to the chosen mental health condition. Content should include detail of learning experience and knowledge of different types of mental health illness.</p> <p>The student will explain the benefits of early intervention in the care and treatment of the individual, demonstrating an excellent and detailed understanding that is highly relevant to the specific mental health conditions discussed.</p> <p>The student should be careful to include the process of self-reflection on both learning and experience.</p>
3	7–9	<p>The student will discuss mental health tasks and therapeutic interventions, demonstrating a good and mostly detailed understanding.</p> <p>The student will provide specific examples of intervention and care tailored to the chosen mental health condition. Content should include detail of learning experience and knowledge of different types of mental health illness.</p> <p>The student will explain the benefits of early intervention in the care and treatment of the individual, demonstrating a good and mostly detailed understanding that is relevant to the specific mental health conditions discussed.</p> <p>The student should be careful to include the process of self-reflection on both learning and experience.</p>

Band	Mark	Descriptor
2	4–6	<p>The student will discuss mental health tasks and therapeutic interventions, demonstrating some accurate understanding.</p> <p>The student will provide some specific examples of intervention and care that is tailored to the chosen mental health condition with some accuracy. Content should include detail of learning experience and knowledge of different types of mental health illness.</p> <p>The student will explain the benefits of early intervention in the care and treatment of the individual, demonstrating some brief detailed understanding that has some relevance to the specific mental health conditions discussed.</p> <p>The student should be careful to include the process of self-reflection on both learning and experience.</p>
1	1–3	<p>The student will discuss mental health tasks and therapeutic interventions, demonstrating limited accurate understanding.</p> <p>The student will provide some specific examples of intervention and care that is tailored to the chosen mental health condition with limited detail and accuracy. Content will include limited detail of learning experience and knowledge of different types of mental health illness will be minimal.</p> <p>The student will briefly explain limited benefits of early intervention in the care and treatment of the individual, demonstrating some limited understanding that has minimal relevance to the specific mental health conditions discussed.</p> <p>The student should be careful to include the process of self-reflection on both learning and experience.</p>
	0	No creditworthy material.

Indicative content

- demonstrates clear knowledge of identified mental health illnesses that are both recognised and diagnosed by relevant medical professionals
- demonstrates clear knowledge of all aspects of mental health illness and should include symptoms, diagnosis, and treatment of these conditions
- clear detail and understanding of care plans that may contain detail of mental health treatment, such as monitoring with inclusion of physiological disorder measurements where applicable, and the use of tools for diagnostics
- demonstrates clear knowledge of how therapeutic and clinical interventions may be needed and how they are applied
- evidence provided of involvement in the preparation of a treatment plan or a full care plan for an individual.
- The taking part in the history relating to an individual for consideration of a given treatment. It may also take place in the role of an observer for the review of care. This could include the construction of a new type of care or policy of care

Accept other appropriate responses.

Question 4

Part A

Referring to your experience and learning, evaluate the extent to which national guidelines and local service frameworks enable safe, professional practice in mental health settings.

Part B

Referring to your own experience and learning, discuss the importance of reflecting on your own practice when assisting with mental health tasks and therapeutic interventions.

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>Detailed evaluation demonstrating accurate understanding of the extent to which the national guidelines and local service frameworks enable safe, professional practice in mental health settings.</p> <p>Detailed reference to examples of their own safe and professional practice, from experience and/or learning, with clear links to the national guidelines and local service frameworks.</p> <p>Detailed discussion of the importance of reflecting on their own practice when assisting with mental health tasks and therapeutic interventions. Fully comprehends the working of those frameworks/guidance as an important/legal requirement of best practice in all aspects of care.</p> <p>Detailed discussion of the importance of reflecting on their own practice when assisting with mental health tasks and therapeutic interventions that evidences a full and accurate understanding of the role/responsibilities of registered practitioners, and where they sit within the multi-disciplinary team within a mental health or any other setting. Clear understanding of professional boundaries is evident and fully accurate.</p>
3	11–15	<p>Mostly detailed evaluation demonstrating mostly accurate understanding of the extent to which the national guidelines and local service frameworks enable safe, professional practice in mental health settings.</p> <p>Good, detailed reference to mostly accurate examples of their own safe and professional practice, from experience and/or learning, with some detailed clear links to the national guidelines and local service frameworks.</p> <p>Good comprehensive discussion of the importance of reflecting on their own practice when assisting with mental health tasks and therapeutic interventions, which demonstrates mostly accurate understanding of the working of that frameworks/guidance as an important/legal requirement of best practice in all aspects of care.</p> <p>Good discussion of the importance of reflecting on their own practice when assisting with mental health tasks and therapeutic interventions that evidences mostly accurate understanding of the role/responsibilities of registered practitioners, and where they sit within the multi-disciplinary team within a mental health or any other setting. Clear understanding of professional boundaries is mostly accurate.</p>

Band	Mark	Descriptor
2	6–10	<p>Some detailed evaluation demonstrating some accurate understanding of the extent to which the national guidelines and local service frameworks enable safe, professional practice in mental health settings.</p> <p>Some relevant examples referenced of their own safe and professional practice, from experience and/or learning, with some clear links to the national guidelines and local service frameworks, although limited in detail.</p> <p>Some comprehensive discussion of the importance of reflecting on their own practice when assisting with mental health tasks and therapeutic interventions, which demonstrates mostly accurate understanding of the working of that frameworks/guidance as an important/legal requirement of best practice in all aspects of care.</p> <p>Some discussion of the importance of reflecting on their own practice when assisting with mental health tasks and therapeutic interventions that evidences some accurate understanding of the role/responsibilities of registered practitioners, and where they sit within the multi-disciplinary team within a mental health or any other setting. Clear understanding of professional boundaries is evident with some accuracy.</p>
1	1–5	<p>Evaluation demonstrating insufficient detail and limited understanding of the extent to which the national guidelines and local service frameworks enable safe, professional practice in mental health settings.</p> <p>Some limited examples referenced of their own safe and professional practice, from experience and/or learning, with limited and minimally accurate links to the national guidelines and local service frameworks.</p> <p>Some basic discussion of the importance of reflecting on their own practice when assisting with mental health tasks and therapeutic interventions, which demonstrates limited accurate understanding of the working of that frameworks/guidance as an important/legal requirement of best practice in all aspects of care.</p> <p>Some discussion of the importance of reflecting on their own practice when assisting with mental health tasks and therapeutic interventions that evidences limited understanding of the role/responsibilities of registered practitioners, and where they sit within the multi-disciplinary team within a mental health or any other setting. Clear understanding of professional boundaries is evident with some accuracy.</p>
	0	No creditworthy material.

Indicative content

- demonstrates clear knowledge and detail for appropriate national guidance/local service frameworks.
 - Includes service level agreements, competence of applicable legislation and policies in relation to a mental health service setting
- demonstrates links between required standards of practice, including good/best practice.
 - Can apply a working knowledge of appropriate guidance and framework required, current legislation and the need for clinical application

- Identifies a range of registered practitioners within a mental health/clinical setting.
 - These include such roles as psychologists/clinical psychologists, specialist nurses, including community mental health nurses.
- identifies/understands the need and process for physiological procedures and the process of obtaining measurements
- identifies the correct process of delivery for person-centred care and appropriate prescribed delivery of treatment
- identifies the benefits of using the self-reflective model and the application of learning and development

SAMPLE

Theme 3: providing care and support to individuals with mental health conditions

Question 5

Part A

Referring to your own experience and learning, discuss how undertaking physiological measurements contribute to the effective care and support of an individual with a mental health condition.

Part B

Referring to your own experience and learning, explain the importance of observing, recording, and reporting changes in the mental health of individuals when providing care and support.

(12 marks)

Band	Mark	Descriptor
4	10–12	<p>The student will discuss how undertaking physiological measurements contribute to the effective care and support of an individual with a mental health condition, demonstrating an excellent and detailed understanding.</p> <p>The student will provide specific examples of physiological measurements and care tailored to the chosen mental health condition. Content should include detail of learning experience and knowledge of different types of mental health illness.</p> <p>The student will explain the importance of observing, recording, and reporting changes in the mental health of individuals when providing care and support, demonstrating an excellent and detailed understanding that is highly relevant to the specific mental health conditions discussed.</p>
3	7–9	<p>The student will discuss how undertaking physiological measurements contribute to the effective care and support of an individual with a mental health condition, demonstrating a good and mostly detailed understanding.</p> <p>The student will provide specific examples of physiological measurements and care tailored to the chosen mental health condition. Content should include detail of learning experience and knowledge of different types of mental health illness.</p> <p>The student will explain the benefits of early intervention in the care and treatment of the individual, demonstrating a good and mostly detailed understanding that is relevant to the specific mental health conditions discussed.</p>

Band	Mark	Descriptor
2	4–6	<p>The student will discuss how undertaking physiological measurements contribute to the effective care and support of an individual with a mental health condition, demonstrating some accurate understanding.</p> <p>The student will provide some specific examples of physiological measurements and care that is tailored to the chosen mental health condition with some accuracy Content should include detail of learning experience and knowledge of different types of mental health illness.</p> <p>The student will explain the importance of observing, recording, and reporting changes in the mental health of individuals when providing care and support, demonstrating some brief detailed understanding that has some relevance to the specific mental health conditions discussed.</p> <p>The student should be careful to include the process of self-reflection on both learning and experience.</p>
1	1–3	<p>The student will discuss how undertaking physiological measurements contribute to the effective care and support of an individual with a mental health condition, demonstrating limited accurate understanding.</p> <p>The student will provide some specific examples of physiological measurements and care that is tailored to the chosen mental health condition with limited detail and accuracy. Content will include limited detail of learning experience and knowledge of different types of mental health illness will be minimal.</p> <p>The student will briefly explain the importance of observing, recording, and reporting changes in the mental health of individuals when providing care and support, demonstrating some limited understanding that has minimal relevance to the specific mental health conditions discussed.</p>
	0	No creditworthy material.

Indicative content

- demonstrates an accurate knowledge of local service frameworks, national guidelines, aspects of legislation relevant to the setting and policies/procedures applied
- evidence given of essential links between essential frameworks, guidance, best/common practice standards, applied legislation and any clinical application
- content gives knowledge of which registered practitioners are to be found in a clinical setting, such as psychologists/clinical psychologists, clinical nurse specialists, community mental health nurses, RMNs
- clear understanding of the process for physiological procedures and the taking of relevant measurements
- displays full understanding of the use of a reflective cycle in practice

Question 6

Part A

Referring to your own experiences and learning, describe proactive approaches to managing challenging behaviours when providing care and support to individuals.

Part B

Referring to your experiences and learning, evaluate your own learning experiences in relation to the care and support of individuals with mental health conditions, including your strengths and areas for improvement.

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>Excellent and fully detailed description of the proactive approaches to managing challenging behaviours, showing relevance to mental health setting. Approaches are clearly identified and there are clear links to their experience of managing challenging behaviours when providing care and support to individuals.</p> <p>Evidence shows clear understanding of importance and the effect of the strategies used and skills applied in a mental health setting. Clear links given between practice undertaken and place within learning and personal development achieved.</p> <p>Learner gives a clear structure of when therapeutic intervention is valid and comprehensive detail of skills relevant to the mental health setting. This includes the roles of individuals, environment described and practitioners.</p> <p>Learners can gauge the effect of their actions used in a wider practice, which should include effects on their own mental health, working with professional competence and colleagues of a multi-disciplinary team.</p>
3	11–15	<p>Clear detailed description of proactive approaches to managing challenging behaviours that are relevant to the mental health setting.</p> <p>Approaches are identified with good clear and accurate links to their experience of managing challenging behaviours when providing care and support to individuals.</p> <p>Full explanation of the need and use of therapeutic interventions and skills required is comprehensive and in its inclusion of practitioners /individuals taking part are fully relevant to the mental health setting given in the work scenario.</p> <p>Learner can show consideration of how own actions impact on all aspects of wider practice. This will include assessment of their own mental health, together with personal competence and those of colleagues within the mental health setting.</p>

Band	Mark	Descriptor
2	6–10	<p>Sufficient discussion of the use of skills applied and therapeutic intervention that are relevant to the mental health setting. Learners give examples of practical experience or scenario with a specific treatment completed. Evidence of a basic understanding of an intervention within the work experience lacks sufficient clarity/analysis.</p> <p>Learner supplies brief detail of their personal development and learning journey. There is an explanation of how skills and therapeutic intervention is appropriate within the chosen mental health setting and includes the work of colleagues, other individuals, and the environment itself.</p> <p>Learner looks at their own effect on wider practice by considering their own mental health, the use of professional competence on a personal level and that of work colleagues.</p>
1	1–5	<p>Therapeutic interventions and skills used, and how they are relevant within the chosen mental health setting are brief in detail. Examples of links to practice are shallow and without clear detail of what was undertaken in the work scenario. The use of skills and strategies does not sit well in the mental health setting chosen and does not give a clear understanding of either the effects made or the importance they have. Reflection of the intervention on practice lacks any credibility and is not a clear evaluation. There is limited reflection on the learning journey and study undertaken. Insufficient detail is given of own self-development.</p> <p>There is lack of appropriate factors explaining the appropriateness of therapeutic intervention and skills within the chosen mental health setting. The explanation does not include full detail of individuals, practitioners and other individuals involved.</p> <p>There is no clear consideration of how the individuals' actions can have an effect on wider practice or that of their colleagues, or own mental health. There is no comprehension of professional competence required.</p>
	0	No creditworthy material.

Indicative content

- knowledgeable content of skills and proven coping strategies are discussed and substantial evidence of how these are applied and accepted as suitable outcomes
- explains a range of coping strategies used in relation to self, colleagues, individuals, and the practice setting
- clearly demonstrates a clear understanding of the role of self-reflection and personal development
- placement within a therapeutic environment, such as a care home, psychology clinic, counselling centre or outpatient clinic
- participation in relevant staff training, or undertaking a training presentation
- meeting, discussion or access to relevant HR material or member of staff

Accept other appropriate responses.

Performance outcome grid

Question	C-PO1	C-PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total
Theme 1							
1	1	2		6		3	12
2	5	5		5	5		20
Theme 2							
3	6		2	2			12
4	5	5		5	5		20
Theme 3							
5	3	3		2	2		12
6	6	3		3	3	5	20
Total							96
% weighting							100

Document information

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Owner: Head of Assessment Design

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