

# T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

## Supporting the Therapy Teams

Assignment 3 – Professional discussion

Provider delivery guide

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# Supporting the Therapy Teams

## Provider delivery guide

Assignment 3

Professional discussion

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# Conducting the professional discussion

## Assessment conditions

- during the preparation time, provider's staff will distribute the assessment materials (themes and questions) so that students can select an appropriate reflective account to support the professional discussion and make notes on the template provided
- during the 45 minutes students will make notes to support their discussion. This should be immediately prior to the discussion
- students will use assessment materials provided and their own reflective account portfolio to produce notes which will support and guide their answers appropriately
- students are allowed to use this preparation time to make notes but may only have access to their reflective account portfolios
- there is no limit on the amount of notes that a student can take into the discussion, but the intention is that this assessment reflects an authentic professional conversation. Excessive, script-style notes are likely to hinder rather than benefit the student, especially when spontaneous questions are asked
- there should be no unsupervised period between the preparation and the professional discussion

## Use of questioning

During the discussion, the different parts of each question (for example, question 1, part A and part B) should be asked chronologically to support structuring the student's answer. When stated, the student will have to refer to the same example in both parts but can also draw on multiple examples from their experiences in the classroom or on their work placement to illustrate their point.

The discussion supervisor has the opportunity to ask 3 questions per theme (refer to assessment materials for question content). Before moving on to the next theme, the discussion supervisor must also ask if the student would like to add or clarify anything as the student cannot return to a theme once the discussion has progressed to the next theme. In total, this brings the total to 4 questions per theme, and 12 questions per discussion.

It is important that the discussion supervisor is able to have a two-way conversation with the student while also ensuring that the assessment remains fair for all students. Students are permitted to take notes into the assessment room to support their discussion.

The acceptable questions are not subject specific but are instead based on the reflective cycle and are designed to elicit fuller responses and further detail.

When using the questions, please note:

- the discussion supervisor can ask up to 3 clarification questions per theme, adapted from the list provided
- the discussion supervisor must also ask an additional clarification question before moving on to the next theme or completing the assessment
- the discussion supervisor may repeat questions in different themes
- the discussion supervisor may repeat or rephrase questions if requested
- all questions must be asked in the allotted 1 hour
- questions can be asked at any point during a theme. However, you cannot return to a previous theme once you have moved onto the next theme

In the conversation, the discussion supervisor should choose the most appropriate keywords to form their questions.

## Questions

The discussion supervisor should use a maximum of 3 questions constructed from the list below and ask an additional question before moving on to the next theme.

The wording of questions can be amended to suit the discussion supervisor's tone, the bullet points underneath are suggestions for alternatives, but the core message and content should not be altered to change or combine questions.

### Can you describe what happened?

- when
- where
- who
- what
- why
- what were the results

### How did you feel you impacted on the situation?

- during/before/after
- feelings of others
- difference in current perspective

### Can you evaluate your experience?

- executed well/not well
- your contributions: positive/negative
- others' contributions: positive/negative

### Can you analyse what happened with reference to your own knowledge, skills, and behaviours?

- strengths and weaknesses
- knowledge and learning
- evidence-based practice

### What conclusions can you draw from the situation?

- learnings
- improve outcomes
- knowledge and skill gaps

### What actions are planned for next time?

- future changes
- develop skills and knowledge

- appropriate knowledge and next steps
- feedback from others

## Final question: essential to include

Is there anything else that you would like to add or clarify?

- add
- clarify
- reflect
- share
- contribute

SAMPLE

## Information for tutors

### Professional discussion questions

Please complete the details below clearly and in BLOCK CAPITALS.

	Significant learning experience discussed
Theme 1	
Theme 2	
Theme 3	

Student name	
Provider name	

Student number		Provider number	
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#### Please read the following out to the student

You will be asked 4 questions for each theme. The questions are divided into sub-parts but the marks will be for the question as a whole. Each theme is worth 32 marks.

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

Please take your time to answer the questions. You can ask me to repeat the question once. Remember you can refer to your prepared chosen reflective accounts throughout the professional discussion. Are you ready to start the assessment?

We will start with theme 1.

## Themes and questions for the professional discussion

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

### Theme 1: therapeutic support tasks, interventions, and techniques

#### Question 1

##### Part A

Referring to your own learning and experience, explain how you have assisted health professionals with therapeutic tasks or interventions.

##### Part B

Referring to your own learning and experience, explain the importance of working within the scope of your role when supporting with therapeutic tasks and intervention.

[12 marks]

#### Question 2

##### Part A

Referring to your own learning and experience, evaluate the impact different patient factors can have on a therapeutic task or intervention and provide examples of appropriate responses.

##### Part B

Referring to your own learning and experience, reflect on a time you have worked as part of a team to enable an individual to meet their optimum potential, using therapy support techniques.

[20 marks]

## Theme 2: therapeutic environment, equipment, and resources

### Question 3

#### Part A

Referring to your own learning and experience, discuss how to prepare, monitor, and maintain an environment to ensure it is suitable for the undertaking of therapy support tasks or interventions.

#### Part B

Referring to your own learning and experience, explain the importance of infection prevention and control when preparing, monitoring, and maintaining an environment for therapy support.

[12 marks]

### Question 4

#### Part A

Referring to your own learning and experience, evaluate the importance of equipment management and stock control in the therapeutic environment.

#### Part B

Referring to your own learning and experience, reflect on a time where you have been involved in carrying out safety checks on equipment and what this has involved.

[20 marks]

## Theme 3: professional and personal development

### Question 5

#### Part A

Referring to your own learning and experience, describe the importance of professional and personal development, referring to your own experiences.

#### Part B

Referring to your own learning and experience, explain how you have maintained a record of professional and personal development and training.

[12 marks]

### Question 6

#### Part A

Referring to your own learning and experience, evaluate how you have used feedback to develop and improve your practise.

#### Part B

Referring to your own learning and experience, reflect on a time when you were required to seek guidance in relation to limitations within the scope of your role.

[20 marks]

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## Change History Record

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