

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Therapy Teams

Assignment 3 - Professional discussion

Assignment brief

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Assignment 3

Professional discussion

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Student instructions

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

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

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

You may refer to any experience or situation, either in the classroom or on workplace placement, in your answer.

This could include:

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

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

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

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

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

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

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

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

Theme 1: assist a patient/client in the therapy support process

Question 1

Part A

Referring to your own experience, explain what the therapy support process means.

Part B

Describe a time when you have implemented the therapy support process to help patients/clients improve and/or maintain the skills they use daily.

(12 marks)

Question 2

Part A

Describe a situation where you have used person-centred care to support an individual with a need during a specific therapy related task.

Part B

Reflect how your actions in the situation identified in part **A** complied with policy and good practice.

(20 marks)

Theme 2: understand your role in a multidisciplinary team

Question 3

Part A

Referring to your own experience, explain the scope of your role as a therapy support worker within a multidisciplinary team.

Part B

Referring to your own experience, describe a situation requiring escalation of concerns regarding a patient/client/individual you are supporting.

(12 marks)

Question 4

Part A

Referring to your own experience, explain the importance of further professional development and how this links to professional development plans.

Part B

Evaluate your strengths and limitations as a potential therapy support worker, identifying areas for further development.

(20 marks)

Theme 3: maintain safe working environments

Question 5

Part A

Referring to your own experience, explain what needs to be considered when assessing the suitability of an environment prior to undertaking a specific task/intervention/therapy.

Part B

Referring to your own experience, describe how you would ensure the maintenance of equipment, kit and devices for common physiological measurements in a therapeutic context.

(12 marks)

Question 6

Part A

Explain your role in assisting registered health professionals when undertaking common physiological measurements.

Part B

Analyse how your actions followed good practice guidelines and protocols when undertaking common physiological measurements in a therapeutic context, identifying any areas for improvement.

(20 marks)

Preparation templates

Theme 1

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

Blank area for describing the situation.

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

Blank area for reflecting on feelings and impact.

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

Blank area for evaluating the experience.

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

Blank area for analysing the situation.

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

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

Theme 2

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

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

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

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

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

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

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SAMPLE

Document information

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Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Post approval, updated for publication.		January 2021
v1.1	NCFE rebrand		September 2021
v1.2	Sample added as a watermark.	November 2023	23 November 2023.