



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Care of Children and Young People

Assignment 1 - Case study

Mark scheme

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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

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.

The indicative content is non exhaustive and should be used as an illustrative guide and not used as an exemplar or checklist.

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 levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level 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 levels, you should use a best-fit approach at this stage and use the available marks within the level 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, 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.

Scenario

You are working as a healthcare support worker assisting the community-based paediatric occupational therapy team.

The team works across different settings within the community, including individual homes, schools and health centres, supporting individuals and groups of children.

The team's responsibilities are to:

- undertake assessments to identify the needs and goals of children and young people
- implement therapy programmes to enhance children and young people's wellbeing and occupational performance
- contribute and provide support to multidisciplinary teams who support children and young people as part of the children and young people's (CYP) care plan
- make appropriate referrals to other health and care professionals

The team works with children and young people from birth to 18 years of age, supporting complex difficulties such as long-term and chronic health conditions, social care issues, and special educational needs.

You have been assigned to work with Melissa, one of the lead community-based occupational therapists.

Your resources include:

- item A: initial occupational therapy assessment extract
- item B: parental feedback – extract from occupational therapy assessment
- item C: occupational therapy observation of daily living skills (DLS) extract
- item D: NICE flowchart for chronic fatigue syndrome/myalgic encephalomyelitis management
- item E: management plan
- item F: sleep and relaxation information

Task 1: assessment of the patient/situation

Scenario

Elodie is 16 years old. She has received a recent diagnosis of chronic fatigue syndrome (CFS) after repeated specialist medical investigations.

CFS is a long-term condition which can cause extreme tiredness. Common symptoms include:

- feeling extremely tired all the time – finding it very hard to do daily activities
- still feeling tired after resting or sleeping
- taking a long time to recover after physical activity
- problems sleeping, such as waking up often during the night
- problems with thinking, memory and concentration

Elodie's General Practitioner (GP) made a referral to the community-based occupational therapy team for an initial assessment. This assessment aims to support the management and reduction of Elodie's symptoms.

Task

The team lead has asked you to collate information from the assessment and write a report to present at the next team meeting. To support your response you should use:

- the information from the initial occupational therapy assessment (item A)
- the parental feedback – extract from occupational therapy assessment (item B)
- the occupational therapy observation of daily living skills (DLS) extract (item C)
- the NICE flowchart for chronic fatigue syndrome/myalgic encephalomyelitis management (item D)

Produce a word processed report, which includes:

- an identification of 3 priority areas for intervention to support Elodie in the management of her CFS
- a summary with rationale for the areas you have chosen
- an explanation of other key healthcare professionals who should be involved in Elodie's care

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates an excellent, detailed, and balanced evaluation of evidence-based care in the context of the case study • presents a discussion that reflects a comprehensive decision-making strategy, which clearly reflects the needs of the case study • makes recommendations that are reasoned, well-considered and contextualised • presents excellent justification to support the priority areas for intervention • demonstrates detailed understanding of relevant health promotion principles and practices
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates an accurate evaluation of evidence-based care in the context of the case study • presents a discussion that reflects an identifiable decision-making strategy, which reflects most of the needs of the case study • makes recommendations that are logical and mostly contextualised • presents good justification to support the priority areas for intervention • demonstrates good understanding of relevant health promotion principles and practices
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a satisfactory evaluation of evidence-based care in the context of the case study • presents a discussion that reflects a moderate decision-making strategy, which reflects some of the needs of the case study • makes recommendations that are inconsistently contextualised • presents satisfactory justification to support the priority areas for intervention • demonstrates satisfactory understanding of relevant health promotion principles and practices

Band	Mark	Descriptor
1	1–5	<p>A limited response overall with little focus on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a superficial evaluation of evidence-based care in the context of the case study • presents a limited discussion that reflects a vague decision-making strategy, lacking application to the needs of the case study • makes recommendations that are weak and non-contextualised, or poorly contextualised • presents tenuous justification to support the priority areas for intervention • demonstrates lack of understanding of relevant health promotion principles and practices
	0	No creditworthy material.

Indicative content

- the student identifies 3 priority areas that have been highlighted in the initial assessment; these can include:
 - physical symptoms – to support and manage pain
 - exercise that is supportive for CFS and avoids strenuous and intense exercise, with focus on gentle strengthening, such as Pilates or yoga
 - manage tiredness and fatigue to help cope with daily functions
 - manage diet and eating habits to aid with constipation and regularity of bowel movements
 - manage learning and college work – helping to identify strategies to undertake college work
 - manage feelings of anxiety and stress:
 - coping and understanding the patient’s condition
 - being away from home
 - the future
 - college
 - maintain social interaction and activities:
 - at home
 - with friends
 - at college
- the student includes a summary with rationale for choices, making links to health and wellbeing, such as reducing anxiety levels, improving sleep, reducing pain, improving concentration, and managing levels of fatigue
- the student identifies other professionals that could be involved, such as dietician, counsellor, tutor, and physiotherapist

- the student is aware of the extent and scope of their role as a healthcare support worker in a multidisciplinary team

Accept other appropriate responses.

Task 2: goals/patient outcomes/planned outcomes

Scenario

After the team meeting, the team lead asks you to complete a management plan that you will share and agree with Elodie at your next visit.

Task

Complete a management plan (item E) that enables Elodie to manage her condition and includes coping with potential setbacks/relapse. Use your knowledge of a holistic approach to health to:

- identify 3 goals for Elodie to focus on
- explain 2 actions for each goal that Elodie can take to work towards that goal and the equipment and/or strategies that may be required
- identify professionals within the multidisciplinary team and any other individuals who could support Elodie achieve her goals

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>An excellent, well-developed, and highly coherent response overall that is demonstrably focused on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none">• includes an accurate and appropriate explanation that evidences detailed understanding of the goals and planned outcomes in the case study• presents a well thought out decision-making strategy, which clearly reflects the needs in the case study• makes recommendations that are reasoned, well-considered and contextualised• includes fully complete and accurate documentation• demonstrates detailed understanding of the roles of multidisciplinary professionals

Band	Mark	Descriptor
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • includes an accurate explanation that evidences good understanding of the goals and planned outcomes in the case study • presents an identifiable decision-making strategy, which reflects the needs in the case study • makes recommendations that are logical and mostly contextualised • includes complete documentation – there may be 1 or 2 errors • demonstrates good understanding of the roles of multidisciplinary professionals
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • includes a moderate explanation that evidences moderate understanding of the goals and outcomes in the case study • presents a moderate decision-making strategy, which reflects some of the needs in the case study • makes recommendations that are inconsistently contextualised • includes complete documentation but there may be a few errors • demonstrates satisfactory understanding of the roles of multidisciplinary professionals
1	1–5	<p>A limited response overall with little focus on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • includes a limited, descriptive explanation that evidences insufficient understanding of the goals and outcomes in the case study • presents a vague decision-making strategy, lacking in sufficient application to the issues in the case study • makes recommendations that are weak and non-contextualised, or poorly contextualised • includes documentation that is either partially complete or inaccurate • demonstrates lack of understanding of the roles of multidisciplinary professionals
	0	No creditworthy material.

Indicative content

- the student completes Elodie's management plan with a focus on her strengths and attributes
- the student identifies Elodie's goals, such as completing first year of college and socialising with her friends
- the student recommends actions to support Elodie with achieving her goals, such as improving communication with college and/or tutor and being able to maintain contact with friends
- the student identifies the professionals who can support Elodie and what specific support they can provide, such as occupational therapist, college tutor, and support team
- the student identifies equipment that could support, such as kettle tipper or perching stool
- the student identifies others who can help provide support, such as friends and family

Accept other appropriate responses.

Task 3: care/treatment/support plan

Scenario

During the follow-up visit, Elodie and her mother explain that Elodie has trouble managing her workload and allocating time to different tasks due to fatigue. Elodie expresses that she feels anxious about getting everything done and sometimes this anxiety affects her sleep.

Task

Using the sleep and relaxation information (item F) and your knowledge of promoting physical and mental wellbeing to children and young people and complete item E, ensuring you:

- identify 2 strategies/methods Elodie can use to pace herself and manage levels of fatigue
- identify 2 strategies/methods Elodie can use to manage her sleep difficulties
- identify 2 strategies/methods Elodie can use to contribute to relaxation
- explain ways that these strategies can contribute to overall wellbeing

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates excellent, detailed, and balanced analysis of health management strategies in the context of the case study • demonstrates accurate and appropriate understanding of health management strategies in the context of the case study • demonstrates detailed understanding of relevant health promotion strategies • provides explanations that are reasoned, well-considered and well-contextualised • demonstrates detailed understanding of best practice and needs relevant to the case study

Band	Mark	Descriptor
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the support plan.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates accurate analysis of health management strategies in the context of the case study, with 1 or 2 errors • demonstrates good understanding of health management strategies in the context of the case study • demonstrates good understanding of relevant health promotion strategies • provides explanations that are logical and mostly contextualised • demonstrates good understanding of best practice and needs relevant to the case study
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates moderate analysis of health management strategies in the context of the case study • demonstrates satisfactory understanding of health management strategies in the context of the case study • demonstrates satisfactory understanding of relevant health promotion strategies • provides explanations that are inconsistently contextualised • demonstrates satisfactory understanding of best practice and needs relevant to the case study
1	1–5	<p>A limited response overall with little focus on the key demands of the support plan.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates limited analysis of health management strategies in the context of the case study • demonstrates tenuous, vague understanding of health management strategies in the context of the case study • demonstrates limited, descriptive understanding of relevant health promotion strategies • provides explanations that are weak, non-contextualised or poorly contextualised • demonstrates limited understanding of best practice and needs relevant to the case study
	0	No creditworthy material.

Indicative content

- the student identifies strategies/methods that can help Elodie to pace herself and manage levels of fatigue, including:
 - setting a time
 - planning tasks
 - planning the week ahead
 - making a realistic list
 - regular breaks
- the student identifies strategies/methods to help with sleep difficulties, including:
 - routines
 - temperature of bedroom
 - earplugs and eye masks to reduce stimuli
 - not napping during the day
 - strategies to cope with waking during the night, such as getting up for a period and then going back to bed
- the student identifies strategies/methods to contribute to relaxation, including:
 - meditation
 - visualisation
 - art
 - drawing
 - listening to music
 - complementary therapies
 - breathing exercises
- the student explains how these strategies/methods can contribute to overall wellbeing, including:
 - promoting sleep
 - reducing stress
 - increasing positivity

Accept other appropriate responses.

Task 4: evaluation/monitoring effectiveness/clinical effectiveness

Scenario

The lead occupational therapist has asked you to evaluate the management plan to present to the next team client review meeting.

Task

Using information from the case study materials and what you have learned about Elodie, you should write a monitoring report which includes how you will monitor the effectiveness of the management plan from task 3 (item E).

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates excellent, detailed, and balanced analysis of evidence-based care in the context of the case study • includes fully complete and accurate documentation within the template guidance • includes an accurate and detailed explanation that evidences excellent understanding of the needs of the evaluation • makes recommendations that are reasoned, well-considered and well-contextualised • demonstrates detailed and comprehensive understanding of person-centred care principles and standards
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the evaluation.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates accurate analysis of evidence-based care in the context of the case study • includes completed documentation – there may be 1 or 2 errors, including within the template guidance • includes an accurate explanation that evidences good understanding of the needs of the evaluation • makes recommendations that are logical and mostly contextualised • demonstrates good understanding of person-centred care principles and standards

Band	Mark	Descriptor
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the evaluation.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates satisfactory analysis of evidence-based care in the context of the case study • includes completed documentation – there may be a few errors, including within the template guidance • includes a satisfactory explanation that evidences moderate understanding of the needs of the evaluation • makes recommendations that are inconsistently contextualised • demonstrates moderate understanding of person-centred care principles and standards
1	1–5	<p>A limited response overall with little focus on the key demands of the evaluation.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates limited analysis of evidence-based care in the context of the case study • includes partially completed documentation, including within the template guidance • includes limited, descriptive appropriate explanation that evidences a limited understanding of the needs of the evaluation • makes recommendations that are weak, non-contextualised or poorly contextualised • demonstrates tenuous, vague understanding of person-centred care principles and standards
	0	No creditworthy material.

Indicative content

- the student identifies indicators to help evaluate the effectiveness of the management plan, such as using a baseline to measure improvements for physical health, including:
 - reduction of pain
 - improvement in daily living skills functions
 - decrease in feelings of anxiety
 - increased social interactions
- the student recommends the use of regular reviews and health/physiological measurements
- the student identifies professionals and strategies for further support and interventions, including:
 - dietician
 - physiotherapist

- counsellor
- health promotional information such as mental health, exercise, study skills, diet, and nutrition

Accept other appropriate responses.

Performance outcome grid

Question	C-PO1	C- PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total
1	2	2	7	3	2	4	20
2	0	5	0	8	7	0	20
3	4	0	0	0	6	10	20
4	8	6	0	0	6	0	20
Total	14	13	7	11	21	14	80
% weighting	17.5	16.25	8.75	13.75	26.25	17.5	100

Document information

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