

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Adult Nursing Team

Assignment 3 - Professional discussion

Provider delivery guide

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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
- they 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 so excessive, script style notes are likely to hinder, not benefit, a 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 moved 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: supporting overall care and wellbeing

Supporting overall care and wellbeing, specifically reflecting on learning or an experience of ensuring fluid intake and nutritional needs were met for an adult individual.

Question 1

Part A

Referring to your own experience, describe a situation or learning experience where you supported an adult individual to meet their fluid and nutritional needs in a way that was underpinned by a nutrition assessment.

Part B

Referring to your own experience, explain the actions needed to support this individual's overall care and wellbeing.

(12 marks)

Question 2

Part A

Referring to your own experience, explain your role implementing current best practice and agreed ways of working when enabling an adult individual to meet their fluid and nutritional needs.

Part B

Reflect and analyse on ways your practice has developed as a result of this learning or experience.

(20 marks)

Theme 2: working as part of a team

Working as part of a team to assist registered nurses/health professionals with routine clinical tasks, specifically reflecting on learning of, or an experience of, undertaking a range of physiological measurement tasks for adults, using appropriate equipment.

Question 3

Part A

Describe your performance during a situation or learning experience where you worked as part of a team to assist health professionals to undertake a range of physiological measurements.

Part B

Explain how you responded to abnormal physiological measurements and why it is important to record all results.

(12 marks)

Question 4

Part A

Referring to your own experience, assess how working, or failing to work, within the scope of your own role when undertaking a range of physiological measurements can impact on the duties and responsibilities of others.

Part B

Referring to your own experience and using physiological measurement to guide you, evaluate why feedback is essential for your own professional development and reflect upon how you have used this approach.

(20 marks)

Theme 3: assisting with skin integrity assessment

Assisting with skin integrity assessment, specifically reflecting on learning or an experience of providing appropriate care associated with pressure ulcers for an adult individual.

Question 5

Part A

Describe a situation or learning experience to show how you carried out a skin integrity assessment.

Part B

Referring to your own experience, explain how the actions taken following a skin integrity assessment provide care that will reduce the risk of development or deterioration of a pressure ulcer.

(12 marks)

Question 6

Part A

Referring to your own experience, explain how assessing other needs from the 12 activities of daily living could be applied to prevent pressure ulcers from developing or deteriorating.

Part B

Referring to your own experience, evaluate how comprehensive assessment of activities of daily living, or failure to do so, can have an impact on overall wellbeing.

(20 marks)

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	21 November 2023