



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Therapy Teams

Assignment 3 – Professional discussion

Mark scheme

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Supporting the Therapy Teams

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 zero 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, 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.

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 therapy team (option E)

PO1	Carry out a range of therapeutic techniques to support allied health professionals
PO2	Assist with the therapy support process and provide advice to help individuals develop and improve their health and/or develop or maintain skills for daily living
PO3	Prepare and maintain the therapeutic environment, equipment, and resources for use

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]

Band	Marks	Descriptor
4	10–12	<p>The student’s explanation of therapy tasks and interventions is highly detailed. They have provided comprehensive examples from their own experiences of supporting with therapeutic tasks and interventions, with relevant health professionals.</p> <p>The student confidently demonstrates a comprehensive understanding of the importance of working within the scope of their role, offering a wide range of examples from their own experiences, when undertaking therapeutic tasks and interventions.</p> <p>The student has suggested a very high level of skills and behaviours consistent with intended application of knowledge to practice.</p> <p>The student shows an excellent level of understanding of the roles and responsibilities of the therapy support worker when describing the scope of their role, therapeutic tasks and interventions and health professionals they may work with.</p>
3	7–9	<p>The student’s explanation of therapy tasks and interventions shows a good level of detail. They have provided good examples from their own experiences of supporting with therapeutic tasks and interventions, with relevant health professionals</p> <p>The student demonstrates a good understanding of the importance of working within the scope of their role, offering a good range example from their own experiences, when undertaking therapeutic tasks and interventions.</p> <p>The student has suggested a consistent level of skills and behaviours consistent with intended application of knowledge to practice.</p> <p>The student shows a good level of understanding of the roles and responsibilities of the therapy support worker when describing the scope of their role, therapeutic tasks and interventions and health professionals they may work with.</p>

Band	Marks	Descriptor
2	4–6	<p>The student’s explanation of therapy tasks and interventions shows a satisfactory level of detail. They have provided limited examples from their own experiences of supporting with therapeutic tasks and interventions, with health professionals.</p> <p>The student demonstrates a satisfactory understanding of the importance of working within the scope of their role, offering limited example from their own experiences, when undertaking therapeutic tasks and interventions.</p> <p>The student has suggested a satisfactory level of skills and behaviours consistent with intended application of knowledge to practice.</p> <p>The student shows a satisfactory level of understanding of the roles and responsibilities of the therapy support worker when describing the scope of their role, therapeutic tasks and interventions and health professionals they may work with.</p>
1	1–3	<p>The student’s explanation of therapy tasks and interventions lacks sufficient detail. They have provided limited suitable examples from their own experiences of supporting with therapeutic tasks and interventions, with health professionals.</p> <p>The student understanding of the importance of working within the scope of their role is lacking, offering limited example from their own experiences, when undertaking therapeutic tasks and interventions.</p> <p>The student has suggested a limited level of skills and behaviours consistent with intended application of knowledge to practice.</p> <p>The student shows a limited level of understanding of the roles and responsibilities of the therapy support worker when describing the scope of their role, therapeutic tasks and interventions and health professionals they may work with.</p>
	0	No creditworthy material.

Indicative content

Part A

Therapeutic tasks and intervention.

Developed around the individual’s needs (for example, physical, intellectual, social and emotional).

Examples include:

- supporting individuals to follow exercise and treatment programmes
- demonstrating the use of mobility aids (for example, walking sticks and crutches)
- helping individuals to use aids and equipment including assistive technology (for example, walking sticks, crutches, bed rails, bath steps, hoists and communication aids)
- helping children with disabilities to take part in school and play activities
- demonstrating how equipment can be used at home
- demonstrating to individuals how to use feeding tubes

- supporting people who have difficulties with producing/using speech
- supporting individuals with first episodes of mental ill health
- supporting people with cognitive or memory difficulties
- producing information for patients on diet and nutrition
- promotion of equipment to assist the individual with their independence
- supporting behavioural activation or graded exposure tasks to assist in reducing anxiety and independent living skills
- promoting expression of emotions/difficulties through the use of art or drama techniques

Health professionals:

- art, music, and drama therapists
- chiropodists/podiatrists
- dieticians
- occupational therapists
- physiotherapists
- speech and language therapists
- operating department practitioners
- orthoptists
- osteopaths
- paramedics
- nurses
- health visitors
- senior healthcare therapy support workers
- doctors

Part B

Scope of role

- Working within scope of role:
 - work to a trained level
 - recognise own limitation and seek and action advise from healthcare professionals
 - competency to carry out tasks/interventions (for example, have received training for task/intervention completion)
 - safeguarding (for example, protection, prevention and accountability)
 - whistleblowing (for example, recognise malpractice and protect others)
 - working as part of a team
 - following organisational and local protocols
 - knowing points of referral

- importance of working within scope of role:
 - professional duty, codes of conduct
 - to protect individual patients and colleagues
 - patient outcomes

Accept other appropriate responses.

SAMPLE

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]

Band	Marks	Descriptor
4	16–20	<p>The students detailed explanation of the impact of different patient factors is comprehensive, allowing for a highly effectively evaluation of how different patient factors can impact the success of therapeutic tasks and interventions.</p> <p>They have provided a range of comprehensive examples from their own experiences of the impact of different patient factors on a therapeutic task or intervention and appropriate responses.</p> <p>The student offers a detailed and comprehensive account of when they have worked as part of a team to enable an individual to meet their optimum potential, using appropriate therapy support techniques.</p> <p>The student skills and behaviours are highly consistent with intended application of knowledge to practice, which is demonstrated through their understanding when describing their appropriate responses to different patient factors and working effectively as part of a team, using appropriate therapy support techniques to support an individual to meet optimum potential.</p>
3	11–15	<p>The student’s explanation of the impact of different patient factors shows a good level of detail, allowing for an effective evaluation of how different patient factors can impact the success of therapeutic tasks and interventions.</p> <p>They have provided a range of good examples from their own experiences of the impact of different patient factors on a therapeutic task or intervention and appropriate responses</p> <p>The student offers a moderately detailed account of when they have worked as part of a team to enable an individual to meet their optimum potential, using appropriate therapy support techniques.</p> <p>The student skills and behaviours demonstrate a consistently level with intended application of knowledge to practice, which is demonstrated through their understanding when describing their appropriate responses to different patient factors and working effectively as part of a team, using appropriate therapy support techniques to support an individual to meet optimum potential.</p>

Band	Marks	Descriptor
2	6–10	<p>The student’s explanation of the impact of different patient factors shows a satisfactory level of detail, allowing for a satisfactory evaluation of how different patient factors can impact the success of therapeutic tasks and interventions.</p> <p>They have provided satisfactory examples from their own experiences of the impact of different patient factors on a therapeutic task or intervention and appropriate responses.</p> <p>The student offers a satisfactory detailed account of when they have worked as part of a team to enable an individual to meet their optimum potential, using appropriate therapy support techniques.</p> <p>The student skills and behaviours demonstrate a moderately consistently level with intended application of knowledge to practice, which is demonstrated through their understanding when describing their responses to different patient factors and working as part of a team, using therapy support techniques to support an individual to meet optimum potential.</p>
1	1–5	<p>The student’s explanation of the impact of different patient factors lacks sufficient detail and there is limited evaluation of how different patient factors can impact the success of therapeutic tasks and interventions.</p> <p>They have provided limited examples from their own experiences of the impact of different patient factors on a therapeutic task or intervention and limited responses.</p> <p>The student’s account of when they have worked as part of a team to enable an individual to meet their optimum potential, using therapy support techniques is lacking in sufficient detail and reflection.</p> <p>The student skills and behaviours are lacking a satisfactory level of intended application of knowledge to practice.</p>
	0	No creditworthy material.

Indicative content

Part A

Patient factors:

- physical or mental health condition
- limitation in mental capacity
- learning disability
- pain/discomfort
- fatigue
- cognitive/memory difficulties
- limitations in communication

Impact:

- problems concentrating
- problems retaining information
- difficulties understanding information
- inability to physically complete a task
- difficulty engaging in the intervention

Can all impact the success of the therapeutic task/intervention.

Example responses:

- accessing a family member, friend, or advocate for an individual with limitation in mental capacity
- shortening the length of a session for an individual who has had a mental health relapse
- adapting and tailoring an intervention for an individual who is recovering from an illness or surgery and is in pain/fatigued
- using visual prompt, simplifying instructions and use of assistive technology to support individuals with cognitive/memory difficulties/learning disability
- adapting communication and using communication aids for an individual with limitations in communication
- adapting and altering mobility aids to support someone who has a physical condition requiring the use of a mobility aid

Part B

Working as part of a team.

Multidisciplinary team working including the following health professionals:

- art, music, and drama therapists
- chiropodists/podiatrists
- dieticians
- occupational therapists
- physiotherapists
- speech and language therapists
- operating department practitioners
- orthoptists
- osteopaths
- paramedics
- nurses
- health visitors
- senior healthcare therapy support workers
- doctors

Example therapy support techniques:

- support an elderly person to be as independent as possible using mobility aids

- work on exercises with a patient recovering from knee surgery
- support an individual suffering from voice loss with voice strengthening techniques
- provide a patient with advice on food choices from a hospital menu
- support an individual with social interactions (for example, going to the shop, socialising)
- provide an individual with guidance on health eating and exercise
- support an individual to express their emotions using art equipment or musical instruments

Optimum potential:

- empowering the individual to manage condition
- developing skills to assist with recovery (physical, social, emotional and life skills)
- independence to undertake daily living tasks
- individual managing condition
- rehabilitation and recovery

Accept other appropriate responses.

SAMPLE

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]

Band	Marks	Descriptor
4	10–12	<p>The student's explanation is highly detailed. They have provided comprehensive examples from their own experiences of how to prepare, monitor and maintain an environment including references to health and safety of the environment.</p> <p>The student confidently demonstrates a comprehensive understanding of the importance of infection prevention and control, offering a wide range of examples from their own experiences, when preparing, monitoring and maintaining an environment, of techniques used for infection prevention and control and the importance of them.</p> <p>The student has suggested a very high level of skills and behaviours consistent with intended application of knowledge to practice.</p> <p>The student shows an excellent level of understanding of the therapeutic environment when describing how to prepare, maintain and monitor the environment and the importance of infection and prevention and control.</p>
3	7–9	<p>The student's explanation of how to prepare, monitor and maintain an environment shows a good level of detail. They have provided good examples from their own experiences of preparing, monitoring, and maintaining an environment for the undertaking of therapy support tasks or interventions.</p> <p>The student demonstrates a good understanding of the importance of infection prevention and control, offering a good range of examples from their own experiences, when preparing, monitoring and maintaining an environment, of techniques used for infection prevention and control and the importance of them.</p> <p>The student has suggested a consistent level of skills and behaviours consistent with intended application of knowledge to practice.</p> <p>The student shows a good level of understanding of the therapeutic environment when describing how to prepare, maintain and monitor the environment and the importance of infection and prevention and control.</p>

Band	Marks	Descriptor
2	4–6	<p>The student’s explanation of how to prepare, monitor and maintain an environment shows a satisfactory level of detail. They have provided limited examples from their own experiences of preparing, monitoring, and maintaining an environment for the undertaking of therapy support tasks or interventions.</p> <p>The student demonstrates a satisfactory understanding of the importance of infection prevention and control, offering a satisfactory range of examples from their own experiences, when preparing, monitoring, and maintaining an environment, of techniques used for infection prevention and control and the importance of them.</p> <p>The student has suggested a satisfactory level of skills and behaviours consistent with intended application of knowledge to practice.</p> <p>The student shows a satisfactory level of understanding of the therapeutic environment when describing how to prepare, maintain and monitor the environment and the importance of infection and prevention and control.</p>
1	1–3	<p>The student’s explanation of how to prepare, monitor and maintain an environment lacks sufficient detail. They have provided limited examples from their own experiences of preparing, monitoring, and maintaining an environment for the undertaking of therapy support tasks or interventions.</p> <p>The student’s understanding of the importance of infection prevention and control is lacking, offering limited examples from their own experiences, when preparing, monitoring and maintaining an environment, of techniques used for infection prevention and control and the importance of them.</p> <p>The student has suggested a limited level of skills and behaviours consistent with intended application of knowledge to practice.</p> <p>The student shows a limited level of understanding of the therapeutic environment when describing how to prepare, maintain and monitor the environment and the importance of infection and prevention and control.</p>
	0	No creditworthy material.

Indicative content

Part A

Prepare, monitor and maintain environment:

- cleaning the environment
- setting up equipment
- monitoring temperature of environment
- maintenance of equipment
- health and safety of the environment; ensuring adequately equipped to maintain safety, security and privacy

- assessing suitability of environment for undertaking specific therapeutic tasks (for example, ensuring required space for an exercise intervention)

Part B

Infection prevention and control:

- maintaining good personal hygiene
- clean, well-maintained uniform
- appropriate handwashing technique
- use of personal protective equipment
- waste management
- cleaning environment and equipment

Important to:

- provide a safe and healthy environment
- provide care that is respectful and responsive to the individual
- protect all individuals within the environment

Accept other appropriate responses.

SAMPLE

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]

Band	Marks	Descriptor
4	16–20	<p>The students detailed explanation of the importance of equipment management and stock control is comprehensive, allowing for a highly effectively evaluation of the importance of equipment and stock control in the therapeutic environment including the Impact of equipment and stock non-compliance.</p> <p>They have provided a range of comprehensive examples from their own experiences of the importance of equipment management and stock control in the therapeutic environment.</p> <p>The student offers a detailed and comprehensive account of when they have been involved in carrying out safety checks on equipment and what this has involved.</p> <p>The student skills and behaviours are highly consistent with intended application of knowledge to practice, which is demonstrated through their understanding when describing the importance of equipment management and stock control and appropriate responses to how they have carried out safety checks.</p>
3	11–15	<p>The student's explanation of the importance of equipment management and stock control shows a good level of detail, allowing for an effective evaluation of the importance of equipment and stock control in the therapeutic environment including the impact of equipment and stock non-compliance.</p> <p>They have provided a range of good examples from their own experiences of the importance of equipment management and stock control in the therapeutic environment.</p> <p>The student offers a moderately detailed account of when they have been involved in carrying out safety checks on equipment and what this has involved.</p> <p>The student skills and behaviours demonstrate a consistently level with intended application of knowledge to practice, which is demonstrated through their understanding when describing the importance of equipment management and stock control and appropriate responses to how they have carried out safety checks.</p>

Band	Marks	Descriptor
2	6–10	<p>The student’s explanation of the importance of equipment management and stock control shows a satisfactory level of detail, allowing for a satisfactory evaluation of the importance of equipment and stock control in the therapeutic environment including the impact of equipment and stock non-compliance.</p> <p>They have provided satisfactory examples from their own experiences of the importance of equipment management and stock control in the therapeutic environment.</p> <p>The student offers a satisfactory detailed account of when they have been involved in carrying out safety checks on equipment and what this has involved.</p> <p>The student skills and behaviours demonstrate a moderately consistently level with intended application of knowledge to practice, which is demonstrated through their understanding when describing the importance of equipment management and stock control and appropriate responses to how they have carried out safety checks.</p>
1	1–5	<p>The student’s explanation of the importance of equipment management and stock control lacks sufficient detail and there is limited evaluation of the importance of equipment and stock control in the therapeutic environment</p> <p>They have provided limited examples from their own experiences of the importance of equipment management and stock control in the therapeutic environment.</p> <p>The student’s account of when they have been involved in carrying out safety checks on equipment and what this has involved is lacking in sufficient detail and reflection.</p> <p>The student skills and behaviours are lacking a satisfactory level of intended application of knowledge to practice.</p>
	0	No creditworthy material.

Indicative content

Part A

Equipment management and stock control:

- recording stock concerns according to organisational procedures
- reporting and re-ordering when stock get low
- reporting of equipment failures following local procedures
- equipment and stock used in line with manufacturers guidelines
- regular testing of equipment
- cleaning and storing equipment and stock appropriately
- maintenance and safety checks on equipment
- impact of equipment and stock non-compliance:
 - risk to patient safety
 - delays to therapy delivery

- compromised health and safety
- risk of wrong equipment being used
- equipment failure or malfunction

Part B

Safety checks:

- equipment:
 - mobility aids
 - communication aids
 - toileting equipment
 - hoist
 - bed rail
 - bath seat
- follow manufacturer's usage instructions
- ensure training is up to date
- visual safety checks (for example, wear and tear)
- complete checks to clinical equipment following relevant standard operating procedures
- identify issues concerning the calibration of instruments
- follow correct procedures to confirm the accuracy, precision, and operational effectiveness of equipment
- identify any equipment that does not meet calibration standards and take action to prevent accidental use

Accept other appropriate responses.

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]

Band	Marks	Descriptor
4	10–12	<p>The student confidently demonstrates a comprehensive understanding of the importance of professional and personal development, offering a wide range of examples from their own experiences including developing their skills in relation to their role.</p> <p>The student's explanation is highly detailed. They have provided comprehensive examples of how they have maintained a record of professional, personal development and training including formal/informal training, new information gained and professional development plans.</p> <p>The student has suggested a very high level of skills and behaviours consistent with intended application of knowledge to practice.</p> <p>The student shows an excellent level of understanding of professional and personal development when describing examples of their own experiences of why professional and personal development has been important for them and how they have maintained a record of professional and personal development and training.</p>
3	7–9	<p>The student demonstrates a good understanding of the importance of professional and personal development, offering a good range of examples from their own experiences including developing their skills in relation to their role.</p> <p>The student's explanation of how they have maintained a record of their professional, personal development and training shows a good level of detail. They have provided good examples from their own experiences of how they have maintained a record of professional, personal development and training including formal/informal training, new information gained and professional development plans.</p> <p>The student has suggested a consistent level of skills and behaviours consistent with intended application of knowledge to practice.</p> <p>The student shows a good level of understanding of professional and personal development when describing examples of their own experiences of why professional and personal development has been important for them and how they have maintained a record of</p>

Band	Marks	Descriptor
		professional and personal development and training.
2	4–6	<p>The student demonstrates a satisfactory understanding of the importance of professional and personal development, offering a satisfactory range of examples from their own experiences.</p> <p>The student’s explanation of how they have maintained a record of their professional, personal development and training shows a satisfactory level of detail. They have provided limited examples from their own experiences of how they have maintained a record of professional, personal development and training.</p> <p>The student has suggested a satisfactory level of skills and behaviours consistent with intended application of knowledge to practice.</p> <p>The student shows a satisfactory level of understanding of professional and personal development when describing examples of their own experiences of why professional and personal development has been important for them and how they have maintained a record of professional and personal development and training.</p>
1	1–3	<p>The student understanding of the importance of professional and personal development is lacking, offering limited examples from their own experiences.</p> <p>The student’s explanation of how they have maintained a record of their professional, personal development and training lacks sufficient detail. They have provided limited examples from their own experiences of how they have maintained a record of professional, personal development and training.</p> <p>The student has suggested a limited level of skills and behaviours consistent with intended application of knowledge to practice.</p> <p>The student shows a limited level of understanding of professional and personal development when describing examples of their own experiences of why professional and personal development has been important for them and how they have maintained a record of professional and personal development and training.</p>
	0	No creditworthy material.

Indicative content

Part A

Importance of professional and personal development:

- contributes to an improved service
- develops skills, techniques & qualities
- keeps up to date with legislation
- keeps up to date with current practice/changes in practice and protocols
- keeps up to date with health and safety

Part B

Maintain a record of professional, personal development and training:

- recording any formal training completed (for example, moving and handling)
- recording any informal training completed (for example, job shadowing)
- recording any new information gained (for example, documentaries, magazines, policies and procedures)
- use of professional development plans; informed from reviews and feedback (for example, appraisals)
- record information accurately and clearly

Accept other appropriate responses.

SAMPLE

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]

Band	Marks	Descriptor
4	16–20	<p>The students detailed explanation of how they have used feedback to develop and improve their practise is comprehensive, allowing for a highly effectively evaluation of how it has developed and improved their practise.</p> <p>The student offers a detailed and comprehensive account of when they have been required to seek guidance in relation to limitations within the scope of their role.</p> <p>The student skills and behaviours are highly consistent with intended application of knowledge to practice, which is demonstrated through their understanding of reflective practise when gaining feedback and guidance.</p>
3	11–15	<p>The student’s explanation of how they have used feedback to develop and improve their practise is comprehensive, allowing for an effective evaluation of how it has developed and improved their practise.</p> <p>The student offers a moderately detailed account of when they have been required to seek guidance in relation to limitations within the scope of their role.</p> <p>The student skills and behaviours demonstrate a consistently level with intended application of knowledge to practice, which is demonstrated through their understanding of reflective practise when gaining feedback and guidance.</p>
2	6–10	<p>The student’s explanation of how they have used feedback to develop and improve their practise shows a satisfactory level of detail, allowing for a satisfactory evaluation of how it has developed and improved their practise.</p> <p>The student offers a satisfactory detailed account of when they have been required to seek guidance in relation to limitations within the scope of their role.</p> <p>The student skills and behaviours demonstrate a moderately consistently level with intended application of knowledge to practice, which is demonstrated through their understanding of reflective practise when gaining feedback and guidance.</p>

Band	Marks	Descriptor
1	1–5	<p>The student’s explanation of how they have used feedback to develop and improve their practise lacks sufficient detail and there is limited evaluation of how it has developed and improved their practise.</p> <p>The student’s account of when they have been required to seek guidance in relation to limitations within the scope of their role is lacking in sufficient detail and reflection.</p> <p>The student skills and behaviours are lacking a satisfactory level of intended application of knowledge to practice.</p>
	0	No creditworthy material.

Indicative content

Part A

Feedback:

- reflecting on work activities (for example, what went well, what could be improved, further development needed)
- gain information to support practise
- identify and develop qualities and skills
- remain up to date with current practices and protocols

Part B

Guidance: limitations within scope of role.

Ask and respond to questions for clarification in relation to:

- working to a trained level
- experience and whether permitted to perform the task
- competency to carry out tasks
- safeguarding (for example, protection, prevention, accountability)
- whistleblowing (for example, recognise malpractice, protect others)
- working as part of a team
- following organisational and local protocols
- knowing points of referral

Accept other appropriate responses.

Performance outcome grid

Question	C-PO1	C-PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total
Theme 1							
1	4	4		4			12
2	2	2	3	2	3	8	20
Theme 2							
3	3	3		3	3		12
4	4	4	4	4	4		20
Theme 3							
5		4		4	4		12
6	3	4	3	4	4	2	20
Total	16	21	10	21	18	10	96
% weighting	16.666	21.875	10.416	21.875	18.75	10.416	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	21 November 2023