



# T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

## Supporting the Care of Children and Young People

Assignment 3 - Professional discussion

Provider delivery guide

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## T Level Technical Qualification in Health Occupational specialism assessment (OSA)

# Supporting the Care of Children and Young People

## 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
- 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 in 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. 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 whilst 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 on to 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
- the 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
- 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: using play or distraction techniques to provide care and support

Using a play or distraction technique to provide care and support and promote self-help and independence to CYP through a clinical or therapeutic procedure.

### Question 1

#### Part A

Describe a situation when you have used an appropriate therapeutic play strategy or distraction technique to support a child or young person through a clinical or therapeutic procedure.

#### Part B

Explain why an appropriate therapeutic play strategy or distraction technique provides care and support to a child or young person, referring to your own experience.

(12 marks)

### Question 2

#### Part A

Explain how you have applied knowledge of person-centred care to help promote independence and self-help to the child or young person. You should refer to the situation in question 1 in your answer.

#### Part B

Reflect on how this experience has influenced your practice, identifying any limitations and future development needs.

(20 marks)

(12 marks + 20 marks = 32 marks)

## Theme 2: parenting skills and parent and child bond

Working as part of a team to support CYP and their carers specifically to assist in teaching parenting skills to promote and support health and wellbeing.

### Question 3

#### Part A

Describe the underlying principles behind different parenting skills that can be used to promote the parent and child/young person bond.

#### Part B

Explain these principles and how they can be used by practitioners to strengthen the parent and child/young person bond.

(12 marks)

### Question 4

#### Part A

Explain how you assisted in teaching parenting skills with the aim of promoting the health and wellbeing of a child or young person in your care.

#### Part B

Reflect on working as part of a team within the scope of your role and responsibilities and from this, identify any future developmental needs.

(20 marks)

(12 marks + 20 marks = 32 marks)



## Theme 3: following good practice

Following good practice when assisting with designated clinical tasks, specifically undertaking 2 physiological measurements, including the importance of making reasonable adjustments for the child or young person and accurate record keeping.

### Question 5

#### Part A

Common physiological measurements include weight, height and body temperature. Referring to your own experience, identify 2 other common physiological measurements and outline the method you used to take them as part of designated clinical tasks assigned to you in the treatment of a child or young person.

#### Part B

Explain the importance of recording results of physiological measurements accurately. You **must** refer to the experience outlined in question **5A** in your response.

(12 marks)

### Question 6

#### Part A

Evaluate your experience of meeting the individual needs of a child or young person's reasonable adjustments during routine clinical tasks.

#### Part B

Analyse how you upheld good working practice when carrying out routine clinical tasks, identifying any areas for future development.

(20 marks)

(12 marks + 20 marks = 32 marks)

## Document information

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## Change History Record

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v1.0	Post approval, updated for publication.		January 2021
v1.1	NCFE rebrand		September 2021
v1.2	OS review Feb 23		February 2023
v1.3	Sample added as a watermark.	November 2023	21 November 2023