



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Therapy Teams

Assignment 2 - Practical assessment - Pass

Guide standard exemplification materials

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Guide standard exemplification materials

Supporting the Therapy Teams

Assignment 2

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Introduction

The material within this document relates to the Supporting the Therapy Teams occupational specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a pass or distinction grade.

The examiner commentary is provided to detail the judgements examiners will undertake when examining the student work. This is not intended to replace the information within the qualification specification and providers must refer to this for the content.

In assignment 2, the student must demonstrate practical skills that are vitally important for any future role in the healthcare sector and must work in ways typical to the workplace.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

Practical activity scenario 1

This practical activity scenario requires you to:

OPA3: Assess and prepare the therapeutic environment and/or equipment, kit and devices, for undertaking specific therapy support interventions and/or setting up specialist equipment.

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 20 minutes.

Brief

An individual who is recovering from lower spinal surgery and has mobility issues from the waist down is due for a routine appointment to check on their recovery and progress in the physiotherapy suite.

Task

A physiotherapist has asked you to assess the suitability of the physiotherapy suite for the appointment and prepare the following equipment in line with the individual's care plan (item A) and prior attained risk assessment (item B):

- walking sticks
- a walking frame
- walking support rails

Student evidence

I observe the student read the individual's care plan and risk assessment prior to handling any equipment.

The student briefly checks each item of equipment and look for signs of damage or breakage.

The student carries out a brief test of each item to make sure it is structurally sound and in working order.

The student makes sure to check that the equipment's safety features are in place. I observe them check for rubber feet and handgrips, although this is not thorough.

The student uses the cleaning products to wipe down each item for infection control purposes.

Practical activity scenario 2

This practical activity scenario requires you to:

OPA2: Demonstrate how to use specific equipment to meet an individual's needs.

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station.

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 20 minutes.

Brief

You are supporting an 18 year-old individual in their own home.

The individual has scoliosis and osteoporosis, which means that they have postural problems and fragile bones. Their condition affects their mobility, and they require a high level of support with personal care needs, including washing and dressing.

Task

You have been asked by a senior care worker to show the individual how to use a bath chair **and** then support them whilst they have a practice of using it.

You have been given the individual's care plan (item C) and the manufacturer's guide/instructions (item D).

Student evidence

I observe the student read the individual's care plan and the manufacturer's guide/instructions before they start.

The student supports the patient to use the bath chair in a logical, methodological manner.

During the process the student speaks with the individual and checks they understand what they are doing

The student checks the bath chair and hoist are both working correctly and sanitised ready for use.

The student sets up the working environment to ensure the individual can transfer safely with minimal risk and movement - the student makes sure that the sponge and towel are present The student attaches the hoist to the individual safely following the manufacturer guidelines whilst they are sitting in their wheelchair. The student then hoists the individual from their wheelchair into the bath chair by opening the walk-in shower door first and making sure the chair is secure.

The student asks the individual if they are comfortable or in pain during the procedure.

The student then carries out the whole process in reverse, after they have assisted the individual to wash and dry they use the hoist to assist them from the bath chair, through the open shower door, into their wheelchair.

The student checks the care plan guidance with the individual to make sure they understand it.

Practical activity scenario 3

This practical activity scenario requires you to:

CPA8: Use tools to measure and record the progress individuals make, analysing and evaluating against defined outcomes where applicable.

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station.

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 30 minutes.

Brief

The individual you have been asked to meet is registered as disabled due to an injury they sustained at a younger age, which resulted in their ankle joint being shattered.

They have had reconstructive surgery, but this was unsuccessful and they have been left in permanent discomfort and as a result they struggle with mobility

The individual is now due for a routine review to check their mobility in relation to completing daily tasks.

The review is taking place at the foot and ankle reconstruction unit.

Task

The therapy team has asked you to meet with the individual to assess their ability to perform activities of daily living by completing the Barthel index (BI) (**item E**).

You should ask the individual to demonstrate the following activities as part of your assessment:

- transfer
- mobility
- feeding
- dressing
- grooming

Report your findings to the senior member of the rehabilitation team.

Student evidence

The student begins by checking the equipment for signs of damage and ensures they are secured, sanitised and ready for use. The student then obtains consent from the individual to begin the assessment.

The student uses the Barthel Index (BI) and identifies 3 areas that they can assess (mobility, transfer, and dressing) with the equipment provided.

The student supports the individual to sit down in the chair and advises they move between the 2 chairs, using the table as support if needed. The student asks the individual to remove a layer of clothing to assess if they are able to complete this unaided.

The student watches the individual and bases their assessment on the level of ability demonstrated by the individual in line with the BI.

I observe the student gather further information from the individual verbally by asking them about their abilities (this will provide the student with the remainder of the information required for the BI assessment).

The student continues the discussion about the exercise performed with the individual to find out if it presented a challenge and any unexpected discomfort.

I observe the student discuss their findings with the senior member of the rehabilitation team.

Practical activity scenario 4

This practical activity scenario requires you to:

OPA9: Provide advice and support in line with care plans and in consultation with the therapy team, and registered professionals and carers and families where appropriate.

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station.

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 25 minutes.

Brief

An individual has a history of eating large amounts of junk foods and a very high intake of sugar by drinking fizzy drinks from a young age.

They have also never exercised and often get out of breath when doing normal daily activities due to weight issues.

Since having gastric band surgery, they are now trying to change these poor choices in an effort to change their life and aid recovery, however this is proving difficult for the individual and they are struggling to eat better and exercise.

Task

You have been asked to have a conversation with the individual who is attending the healthy lifestyle clinic, to provide them with guidance and advice on healthy eating and exercise.

You have been given the individual's care plan (item F).

You have 10 minutes to prepare for the conversation. The conversation with the individual should last no longer than 10 minutes.

You should record any key points of discussion or suggestions on the a4 paper, to give to the individual at the end of the conversation, as well as any leaflets or visual aids you think will be useful.

Student evidence

The student begins by ensuring the individual is comfortable and understands the purpose of today's conversation.

The student begins the conversation by discussing the aftermath of the individual's surgery and asks how they feel generally. They then discuss the individual's diet. The student focus on their health behaviours as positives, such as the absence of tobacco and alcohol in their diet and then asks about their habits relating to unhealthy foods and sugary drinks. The student also discusses their exercise/physical activity routines and finds out why they have little motivation or opportunity to progress in this area.

The student uses a leaflets they have including visual aids as prompts and use this imagery to help the client understand how they could make small changes that would result in better health, the student makes suggestions such as choosing alternatives to fizzy drinks and replacing some junk food with fresh, balanced meals.

The student discusses how important exercise is.

The student records the key points of the discussion.

Examiner commentary

The student has demonstrated an adequate knowledge of therapy and was able to communicate sufficiently in the scenario, that required direct patient engagement, with room for improvement in the level of detail provided. While the student performed accurately and appropriately in most areas, there was a clear need for greater detail, depth and efficacy in their understanding of therapeutic processes and potential impact on patient outcomes.

This was evident within the role play where the student was able to find out information about the individual in enough detail to provide advice but that could have been improved with a greater focus on the patient's conversation. The student did not clearly, indisputably focus on a patient-centred approach during the discussion.

The student also demonstrated adequate understanding around the impact of therapy, which was evident in the role play, assessment and preparation of the therapeutic environment, use of specific equipment and use of tools to measure and record progress. They were comfortable and somewhat confident in this environment but demonstrated some hesitancy or basic errors.

The student did not always paraphrase answers to check they had heard the answers accurately. The student followed the instructions correctly and clearly understood the scenarios, but did not expand or give explanations in the role play. This meant there was insufficient depth in some of their responses and actions.

The student interacted in the role play to a limited degree and the interaction was therefore stunted or unnatural in places.

Overall grade descriptors

The performance outcomes form the basis of the overall grading descriptors for pass and distinction grades.

These grading descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications, the threshold competence requirements of the role and have been validated with employers within the sector to describe achievement appropriate to the role.

Occupational specialism overall grade descriptors:

Occupational specialism grade descriptors*

Grade	Demonstration of attainment
Pass	<p>A pass grade student can:</p> <ul style="list-style-type: none"> • communicate the relationship between person-centred care and health and safety requirements in healthcare delivery by: <ul style="list-style-type: none"> ○ demonstrating working in a person-centred way, taking relevant and sufficient precautions to protect the safety and physical and mental wellbeing of individuals ○ recognising and responding to relevant healthcare principles when implementing duty of care and candour, including the demonstrating sufficient knowledge of safeguarding individuals and maintaining confidentiality ○ following standards, codes of conduct and health and safety requirements/legislation to maintain a sufficiently safe working environment ○ demonstrating use of an adequate range of techniques, equipment and resources safely to promote sufficient levels of cleanliness and decontamination required for satisfactory infection prevention and control • communicate knowledge of national and local structures, definitions of clinical interventions, the scope and limitations of their healthcare role within it, by: <ul style="list-style-type: none"> ○ adequately following current best practice and codes of conduct across relevant boundaries, relevant to assisting with scenario specific, clinical and therapeutic interventions ○ working adequately as part of a team to assist registered health professionals with delegated tasks and interventions, supporting individuals to meet their care and needs to a satisfactory standard, including maintaining individual’s privacy and dignity and communicating effectively, contributing to handovers, seeking help, advice and information, and responding sufficiently to service users’ views to maintain effective provision of services ○ gathering sufficient evidence, contributing to, following and recording information in care plans/records relevant to tasks and interventions, structuring these sufficiently to allow understanding in line with local and national legislation and policies, preserving individuals’ rights ○ maintaining a record of professional development with evidence of using feedback to develop knowledge, skills, values and behaviours consistent with sufficient ability to reflect on practice and thereby improve performance adequately • communicate sufficiently reliable levels of knowledge of the physiological states that are commonly measured by healthcare support workers including why, when and what equipment/techniques are used by: <ul style="list-style-type: none"> ○ working as part of a team to use relevant equipment effectively and safely and following

Grade	Demonstration of attainment
	<p>correct monitoring processes</p> <ul style="list-style-type: none"> ○ calculating scores, reporting and differentiation of normal and abnormal results to the relevant registered professional ○ applying knowledge of policy and good practice techniques when undertaking all physiological measurements, checking when uncertain and consistent with instructions and guidance
Distinction	<p>A distinction grade student can:</p> <ul style="list-style-type: none"> ● communicate adeptly the relationship between person-centred care and health and safety requirements in healthcare delivery by: <ul style="list-style-type: none"> ○ demonstrating flexible and constructive person-centred care, taking appropriate precautions reliably, making sound decisions to protect the safety and physical and mental wellbeing of individuals ○ alertness and responsiveness to relevant healthcare principles when implementing duty of care and candour, including the demonstration of exceptional sensitivity and accurate knowledge of safeguarding individuals and maintaining confidentiality ○ commitment to following all required standards, codes of conduct and health and safety requirements/legislation decisively to maintain a safe, healthy working environment ○ demonstrating proficient use of an extensive range of techniques to promote optimum levels of cleanliness and decontamination required for effective infection prevention and control ● communicate knowledge of national and local structures, definitions of clinical interventions, the scope and limitations of their healthcare role within it, by: <ul style="list-style-type: none"> ○ following current best practice and agreed ways of working highly relevant to assisting with scenario specific, care-related tasks consistently and reliably, whilst fully supporting individuals to meet their care and needs including maintaining the individual's privacy and dignity to a high standard ○ working adequately as part of a team to assist registered health professionals with delegated tasks and interventions, supporting individuals to meet their care and needs to a satisfactory standard, including maintaining individual's privacy and dignity and communicating effectively, contributing to handovers, seeking help, advice and information, and responding sufficiently to service users' views to maintain effective provision of services ○ gathering extensive evidence consistently, interpreting, contributing to, following and recording information in care plans/records highly relevant to tasks and interventions, structured accurately and legibly and in line with local and national policies, while preserving and promoting individuals' rights ○ maintaining a record of professional development to develop knowledge, skills, values and behaviours consistent with ability to reflect on practice enthusiastically, using the feedback to initiate new learning and personal practice development to improve performance with developing proficiency ● communicate exceptional levels of knowledge of the physiological states that are commonly measured by healthcare support workers including why, when and what equipment/techniques are used by: <ul style="list-style-type: none"> ○ working as part of a team to use relevant equipment accurately and safely and consistently

Grade	Demonstration of attainment
	<p style="padding-left: 40px;">following correct monitoring processes</p> <ul style="list-style-type: none"> ○ calculating scores, reporting and differentiation of normal and abnormal results adeptly, consistently and reliably to the relevant registered professional ○ applying knowledge of policy and good practice techniques proficiently when undertaking all physiological measurements, checking when uncertain, solving problems, and following instructions and guidance with energy and enthusiasm

* “threshold competence” refers to a level of competence that:

- signifies that a student is well placed to develop full occupational competence, with further support and development, once in employment
- is as close to full occupational competence as can be reasonably expected of a student studying the TQ in a classroom-based setting (for example in the classroom, workshops, simulated working and (where appropriate) supervised working environments)
- signifies that a student has achieved the level for a pass in relation to the relevant occupational specialism component

Document information

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Change History Record

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v1.0	Published final version.		June 2021
v1.1	NCFE rebrand		September 2021