



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Adult Nursing Team

Assignment 3 – Professional discussion

Provider delivery guide

v1.0
P001992
05 June – 16 June 2023
603/7066/X

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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

Evidence requirements

- audio visual evidence

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 effective working and communication

This theme concerns effective working and communication within a team.

Question 1

Part A

Referring to your own learning and experience, describe the importance of working as a part of a team when communicating a safeguarding or welfare concern.

Part B

Referring to your own learning and experience, explain the roles of different team members in a discussion regarding a safeguarding concern.

(12 marks)

Question 2

Part A

Referring to your own learning and experience, explain your understanding of professional boundaries and ethics during a safeguarding scenario.

Part B

Assess your learning in safeguarding and professional boundaries and discuss any areas of personal development.

(20 marks)

Theme 2: working within codes of conduct

This theme concerns working within codes of conduct in healthcare. In practice, this includes your learning and experiences when you supported people with activities of daily living.

Question 3

Part A

Referring to your own learning or experience, discuss a time you worked within a code of conduct to support people with activities of daily living.

Part B

Explain the factors you considered to make sure you worked within the code of conduct.

(12 marks)

Question 4

Part A

Evaluate the principles of codes of conduct in the context of your own healthcare learning or experiences.

Part B

Reflect on your experience and discuss what this means for your future practice.

(20 marks)

Theme 3: understanding physiological observations

This theme concerns understanding physiological observation and challenges. In practice, this includes your learning and experiences when you were supporting with clinical tasks. This could include skin integrity, physiological measurements or the use of screening tools.

Question 5

Part A

Referring to your own learning and experience, discuss a time when you could not support or complete a clinical task because you did not have enough knowledge.

Part B

Explain how you overcame the challenge you described in **part A**.

(12 marks)

Question 6

Part A

Reflect on how you felt in the situation you described in question 5 and how it affected your thoughts about professional healthcare.

Part B

Evaluate the need for professional boundaries in the clinical environment and how personal behaviours influence these professional boundaries.

(20 marks)

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