



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Therapy Teams

Assignment 1 - Case study

Mark scheme

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Supporting the Therapy Teams

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Assignment 1

Case study

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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 0 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 level, 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 focusing 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 level 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.

Scenario

You are working with a community allied health professionals service that provides care to people in their own homes and in residential homes. Interventions are often routine. However, patients can be referred to the team for specific reasons, such as a change in their condition or ability.

You will be working with a range of therapists and specialists and the documents in this case study will help you to understand the range of work the team is involved in delivering.

Documents to review:

- item A: generic falls risk assessment
- item B: generic all about me document
- item C: multifactorial assessment checklist
- item D: generic goal-setting template
- item E: short-term goal recommendations template
- item F: generic occupational therapy report
- item G: generic support plan recommendations template
- item H: generic follow-up call checklist template

Task 1: assessment of the patient/situation

Scenario

You are attending a residential care home with a community physiotherapist to assess Jenny, an 83-year-old resident for over eight years. Jenny has a diagnosis of Alzheimer’s disease and has had several falls within the last few weeks.

Task

Assess Jenny’s needs and situation to support the physiotherapist to undertake a falls risk assessment using the generic falls risk assessment (item A) and the patient’s all about me document (item B) to complete the multifactorial assessment checklist (item C). You should include:

- Jenny’s current and potential needs
- recommendations you would make to the physiotherapist and care home staff
- other professionals who may be able to support your assessment

(20 marks)

Band	Marks	Descriptor
4	16–20	<p>An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the question/assessment.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates excellent, detailed, and balanced understanding of the multifactorial assessment in the context of the case study • demonstrates an excellent, detailed, and balanced evaluation of the patient’s needs in the context of the case study • makes recommendations that are reasoned, well-considered, and contextualised • proposes an approach that is compelling, convincing and is clearly centred on the patient
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the question/assessment.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates an accurate understanding of the multifactorial assessment in the context of the case study • demonstrates an accurate evaluation of the patient’s needs in the context of the case study • makes recommendations that are mostly contextualised • proposes an approach that is logical and mostly centred on the patient

Band	Marks	Descriptor
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the question/assessment.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a satisfactory understanding of the multifactorial assessment in the context of the case study • demonstrates a satisfactory evaluation of the patient’s needs in the context of the case study • makes recommendations that are inconsistent and poorly contextualised • proposes an approach that is inconsistently and poorly applied to the patient
1	1–5	<p>A basic response overall with little focus on the key demands of the question/assessment.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a limited understanding of the multifactorial assessment in the context of the case study • demonstrates a limited evaluation of the patient’s needs in the context of the case study • makes recommendations that are weak and poorly contextualised • proposes an approach that is weak and poorly contextualised to the patient
	0	No creditworthy material.

Indicative content

The student should consider in their assessment:

- person-centred care
- holistic focus:
 - physical needs
 - psychological and emotional needs
- comprehensive summary of needs
- identify recommendations to support the patient
 - multidisciplinary team (MDT) input needed
 - nursing/medical input needed
 - safeguarding
- appropriate recommendations for further assessments
- complete multifactorial assessment checklist

Task 2: goals/patient outcomes/planned outcomes

Scenario

You are working with a speech and language therapist from the Community Stroke Service and visit Jane in her home. Jane has had a stroke and was referred to speech and language therapy after losing weight and is reported to be struggling with eating and drinking. During the assessment with the speech and language therapist, you have observed her choking when drinking and having trouble getting food to her mouth due to ongoing weakness in her right (dominant) hand. Jane reports that she feels little pleasure from eating and feels embarrassed eating in social settings. Jane tells you that she is feeling less confident as time goes on and is avoiding eating with friends and family, which is making her feel isolated and low in mood.

Task

Using information from the generic goal-setting template (item D) complete the short-term recommendations log (item E), including the following:

- set Jane's short-term patient-centred goals to help Jane achieve her goal statements
- the types of activities you could use to meet these goals
- outline the patient outcome and how you will know Jane has reached her goal
- outline the potential risks and barriers and how you can minimise these
- outline what further assessments, skills and roles from the multidisciplinary therapy team could help support Jane to meet her goal

Band	Marks	Descriptor
4	16–20	<p>An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the question/goal.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none">• demonstrates excellent, detailed, and balanced understanding of the patient's risks in the context of the case study• presents a discussion/justification that reflects a comprehensive decision-making strategy, which clearly reflects the needs of the issues in the case study, including benchmarks and milestones• makes recommendations that are reasoned, well-considered and contextualised• proposes an approach that is compelling, convincing and is clearly centred on the patient

Band	Marks	Descriptor
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the question/goal.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates an accurate understanding of the patient’s risks in the context of the case study • presents a discussion that reflects an identifiable decision-making strategy, which reflects the needs of the issues in the case study including benchmarks and milestones • makes recommendations that are mostly contextualised • proposes an approach that is logical and mostly centred on the patient
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the question/goal.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a satisfactory understanding of the patient’s risks in the context of the case study • presents a discussion that reflects a moderate decision-making strategy, which reflects the needs of the issues in the case study including benchmarks and milestones • makes recommendations that are inconsistent and poorly contextualised • proposes an approach that is inconsistently and poorly applied to the patient
1	1–5	<p>A basic response overall with little focus on the key demands of the question/goal.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a limited understanding of the patient’s risks in the context of the case study • presents a limited discussion that reflects a vague decision-making strategy, lacking application to the needs of the issues in the case study, including benchmarks and milestones • makes recommendations that are weak and poorly contextualised • proposes an approach that is weak and poorly contextualised to the patient
	0	No creditworthy material.

Indicative content

The student's plan:

- identifies goals, such as increasing upper limb function and increasing confidence in social and/or eating situations
- recommends actions to support the achievement of goals, such as exercise or stability exercises
- identifies the professionals who can support Jane and what specific support they can provide, such as a physiotherapist and occupational therapist
- identifies equipment that could support
- identifies others who can help provide support, such as friends and family

Accept other appropriate responses.

SAMPLE

Task 3: care/treatment/support

Scenario

You are a support worker for the discharge to assess local reablement team. Tom is a 73-year-old male who has recently been discharged following an admission for dehydration. Tom has also been given a new diagnosis of chronic obstructive pulmonary disease (COPD). A generic occupational therapy report (item F) has been provided to guide you. Tom is eligible for up to 6 weeks of reablement support to promote and regain his independence.

Task

Complete the generic support plan recommendations template for Tom (item G), this should include:

- the main problems
- the patient's goals
- what support/treatment is needed to reach goals
- factors that will support and limit the support plan
- additional therapy team members required to reach goals

(20 marks)

Band	Marks	Descriptor
4	16–20	<p>An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the question/support plan.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates excellent, detailed, and balanced analysis of health messages in group scenarios in the context of the case study • demonstrates an excellent, detailed, and balanced evaluation of patient diversity in the context of the case study • presents a justification that reflects a comprehensive decision-making strategy, which clearly reflects the needs of the issues in the case study • makes recommendations that are reasoned, well-considered, and contextualised
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the question/support plan.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates an accurate analysis of health messages in group scenarios in the context of the case study • demonstrates an accurate evaluation of patient diversity in the context of the case study • presents a discussion that reflects an identifiable decision-making strategy, which reflects the needs of the issues in the case study • makes recommendations that are mostly contextualised

Band	Marks	Descriptor
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the question/support plan.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a satisfactory analysis of health messages in group scenarios in the context of the case study • demonstrates a satisfactory evaluation of patient diversity in the context of the case study • presents a discussion that reflects a moderate decision-making strategy, which reflects the needs of the issues in the case study • makes recommendations that are inconsistent and poorly contextualised
1	1–5	<p>A basic response overall with little focus on the key demands of the question/support plan.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a basic analysis of health messages in group scenarios in the context of the case study • demonstrates a limited evaluation of patient diversity in the context of the case study • presents a limited discussion that reflects a vague decision-making strategy, lacking application to the needs of the issues in the case study • makes recommendations that are weak and poorly contextualised
	0	No creditworthy material.

Indicative content

The student should consider:

- a range of suggested exercises
- an understanding of reablement support
- the role of exercise and therapeutic equipment in reablement
- an accurate interpretation of pro-formas in therapy service
- recognition factors that will support and limit progress

Accept other appropriate responses.

SAMPLE

Task 4: evaluation/monitoring effectiveness/clinical effectiveness

Scenario

Tom has now completed his 6-week reablement input. A follow-up call has been completed by the multidisciplinary team involved in his care to evaluate the effectiveness of his reablement intervention and consider if he is ready for discharge from your service.

Task

Using the generic follow-up checklist template (item H), evaluate the key features that have supported and limited his therapy. Include:

- what worked well
- what outcome measures support your evaluation
- if there are any ongoing challenges/issues for Tom
- recommendations for the therapy team in relation to readiness for discharge

(20 marks)

Band	Marks	Descriptor
4	16–20	<p>An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the question/evaluation.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates an excellent, detailed, and balanced evaluation of patient feedback in the context of the case study • makes recommendations that are reasoned, well-considered, and contextualised • proposes an approach that is compelling and convincing, and is clearly centred on the patient • demonstrates excellent understanding of relevant principles of patient-centred care
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the question/evaluation.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates an accurate evaluation of patient feedback in the context of the case study • makes recommendations that are mostly contextualised • proposes an approach that is logical and mostly centred on the patient • demonstrates good understanding of relevant principles of patient-centred care

Band	Marks	Descriptor
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the question/evaluation.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a satisfactory evaluation of patient feedback in the context of the case study • makes recommendations that are inconsistent and poorly contextualised • proposes an approach that is inconsistently and poorly applied to the patient • demonstrates satisfactory understanding of relevant principles of patient-centred care
1	1–5	<p>A basic response overall with little focus on the key demands of the question/evaluation.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a limited evaluation of patient feedback in the context of the case study • makes recommendations that are weak and poorly contextualised • proposes an approach that is weak and poorly contextualised to the patient • demonstrates a tenuous understanding of relevant principles of patient-centred care
	0	No creditworthy material.

Indicative content

The student should consider:

- service structure
- evaluation of the care given to Tom
- evaluation of Tom's goal attainment score and actions that can be taken to improve this
- recommendations on the next steps for Tom
- multidisciplinary care analysis
- the effect of pain and use of medications pre- and post-therapy to assist reablement process
- recommending whether Tom should be discharged from treatment or whether treatment needs to continue
- further treatment and support that Tom may require
- any improvements that could be made to the service based on feedback

Accept other appropriate responses.

Performance outcome grid

Question	C-PO1	C-PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total
1	4		6	4	6		20
2	3			14	3		20
3	7				13		20
4		10		4		6	20
Total	14	10	6	22	22	6	80
% weighting	17.5	12.5	7.5	27.5	27.5	7.5	100

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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