

# T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

## Supporting the Mental Health Team

Assignment 2 - Practical activities Part 2

Provider delivery guide with mark scheme

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# Supporting the Mental Health Team

## Provider delivery guide with mark scheme

Assignment 2

Practical activities Part 2

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SAMPLE

## Document security

To be opened on (day of the week) (date) (month) (year) at 9.00am, 7 working days prior to the assessment period from (day of the week) (date) (month) (year) to (day of the week) (date) (month) (year).

This assessment material must **not** be shared with students. Any breach of this assessment material must be reported to NCFE **immediately** in accordance with the assessment regulations found at [www.qualhub.co.uk](http://www.qualhub.co.uk)

### Time allowed

2 hours 15 minutes

### Paper number

(paper number)

SAMPLE

## Introduction

This document must be used to deliver and mark the practical activity assessment for the (insert series) series of Supporting the Mental Health Team.

It is the responsibility of the internal moderator to follow the guidance contained within this document and ensure that a consistent approach is taken to the delivery and marking for all students through a satisfactory internal standardisation process.

SAMPLE

## Summary of the practical activities assessment (PAA)

The PAA aspect of the occupational specialist component requires students to demonstrate practical activities taken from the list of practical activities published by NCFE CACHE in September (insert year). The list of practical activities is published in the tutor guidance document which can be found at [www.qualhub.co.uk](http://www.qualhub.co.uk)

The PAA is externally set by NCFE.

The PAA is internally marked by provider assessors and moderated by NCFE. Providers are required to audio-visually record the performances of all students.

The PAA requires students to complete the **4** practical activity scenarios detailed in this document.

The PAA is assessed against 2 mark schemes:

- a scenario specific skills mark scheme - this mark scheme is applied to award a mark for every practical activity scenario
- an underpinning skills mark scheme - this mark scheme is applied to award a mark across the practical activity scenarios

## Assessor instructions

- this assessment requires students to demonstrate the 4 practical activity scenarios detailed in this document. The practical activity scenarios are taken from the list of practical activities published by NCFE CACHE in September (insert year)
- it is the responsibility of the internal moderator to follow the guidance contained within this document and ensure that the practical activity scenarios are set up correctly at different stations within a suitable assessment environment
- the floor plans included are illustrative to suggest an appropriate layout for each scenario; it is not a requirement to exactly replicate the floor plan and there may be resources and equipment not represented on the floor plan
- students will move between the 4 stations during the assessment, once the first student has completed station 1 and moved to station 2, the next student will be admitted to station 1 and so on
- students must be given up to 5 minutes when they get to each station to prepare for the practical activity scenario, they should use this time to carefully read each practical activity scenario, including any supporting information and familiarise themselves with the station
- students will have a maximum amount of time to complete each practical activity scenario, the time available is written clearly at the beginning of each practical activity scenario. If a student goes over this time, you must tell them to move on to the next station
- assessors should read the instructions and information on the front of the assignment brief to the student and confirm understanding before the practical activity assessment begins, students should be made aware that some stations might take more time than others, meaning they may have a short wait before being allowed to progress to the next station and understand that this waiting time will still be under supervised conditions, as specified in the tutor guide and assessment regulation documents
- where providers are delivering the assessment with assessors remaining at each station, providers must have ensured that there is a mechanism by which the student's assessment booklets can be kept securely between stations
- assessors will need to collect the students completed assignment brief booklets at the end of the assessment

## Assessor information

### Marks

- the marks available for each practical activity scenario are shown in brackets
- the marks for this assessment are broken down into scenario specific skills and underpinning skills:
  - 16 marks are available for scenario specific skills – students will be awarded a scenario specific skills mark for their performance in each practical activity scenario they demonstrate
  - 12 marks are available for underpinning skills – students will be awarded an underpinning skills mark for their holistic application of these skills in their performance across the practical activity scenarios they demonstrate
- the maximum mark for this assessment is 76

### Materials

For this assessment students must have:

- a black or blue ball-point pen

### Equipment and resources

The equipment and resources listed under each practical activity scenario are in line with those detailed in the qualification specification. All equipment and resources should be familiar to the student and have been used during teaching and learning delivery of the qualification.

### Standardised patients and role play

Where the practical activity scenario requires a standardised patient or element of role play, these roles must be fulfilled by a member of the provider staff, who is unknown to the student. It is not appropriate to use students or any other person in these roles for the assessment.

Standardised patients and role players must be fully briefed on the requirements of their role in each of the scenarios, prior to the assessments taking place. Role play scripts are provided in the resources where appropriate.

### Number of provider staff required

The table below indicates the number of provider staff that are needed to deliver **each** practical activity scenario.

Practical activity scenario	Assessor	SP/RP*	Total
1	1	1	2
2	1	1	2
3	1	1	2
4	1	1	2



**\*Note:** The assessor will act as one of the role players if their role is minimal and **only** where it does not distract from the focus being on applying the mark scheme. Further detail is provided in the specific requirements for each practical activity scenario.

## Assessing the practical activity stations

Providers can manage the marking of the practical activity assessment in 2 ways:

- individual students are assessed on all practical activity stations by **one** assessor or
- individual students are assessed by **multiple** assessors located at the different practical activity stations

It is the internal moderator's responsibility to ensure that the assessors marking, in either approach, is in line with the agreed standard.

SAMPLE

## PAA delivery

For further guidance on the general delivery of the PAA, please refer to the tutor guidance document which can be found at [www.qualhub.co.uk](http://www.qualhub.co.uk)

Please be aware that the details provided in this section, whilst reflecting the assignment brief document given to students, do contain additional information. The additional information is provided to help providers establish a consistent approach to the delivery and marking of the PAA.

Most of the items contained within this document will be repeated in the students' assignment brief. There will, however, be instances where providers need to make copies of items from this document. Clear instructions will be given where this is the case.

SAMPLE

# Practical activity scenario 1

This practical activity scenario requires students to:

OPA3: Observe and record an individual's verbal and non-verbal communication recognising how it may be relevant to the individual's condition

## Purpose

To assess the student's communication skills when meeting an individual with a mental health concern for the first time.

To assess the student's ability to use a variety of verbal and non-verbal communications skills.

To assess the student's ability to observe and assess the individual's verbal and non-verbal skills, for example, to recognise the individual may be shy, anxious or nervous when meeting a professional for the first time and be able to respond appropriately.

To assess their ability to undertake suitable introductions and begin building a positive and effective professional relationship.

## Brief

This is the first meeting you have with a new individual within an adult day service setting.

As part of the mental health team you will be supporting an individual with mental health issues on a weekly basis.

You need to help them build their confidence and social skills.

You have been asked to meet with the individual to introduce yourself and find out more about them before you start working together. The individual is waiting in the reception area of the day centre.

You have been allocated a room to have your meeting in, but you are not sure of the layout.

## Task

You are required to conduct a first meeting with the individual.

Using the grid in item A, devise a series of questions that will help you to find out information about the individual.

You have up to 10 minutes to prepare for the meeting and devise the questions, which should focus on the following objectives:

- 1) general introductory questions to help the individual feel comfortable
- 2) some information about their personal and social circumstances
- 3) establish what they would like to achieve from the weekly support with you

You have up to 10 minutes to complete the meeting. The meeting will then take place in the available room at the day centre with the individual. You should write the individual's responses in the space provided in item A.

You have up to 10 minutes to record observations of the individuals verbal and nonverbal communication and how it may be relevant to their condition.

(16 marks)

plus marks for underpinning skills – person-centred, holistic care and service frameworks and communication and effective relationships

## Supporting information

### Mode of assessment

This practical activity scenario involves role play. The individual will be played by a member of staff who is unknown to the student. A role play script is provided below. If the role player is male, they are to be called Simon. If the role player is female, they are to be called Eva.

This simulated station requires an office environment. This can either be an area within a classroom sectioned off or an office made available to use. The simulated office environment should include a desk with 2 chairs

The role player will need to be taken from a waiting area by the student to the simulated office environment. The waiting area should be within acceptable reach of the office environment. One assessor should be responsible for observing the practical activity from the collection of the role player at the waiting area to the office and for the duration of this task.

### Equipment

This practical activity scenario requires the following equipment:

- a waiting area for the role player to be collected from with a chair. Role player to be seated
- a simulated office environment
- 2 chairs
- a table
- a clock

### Resources

Students are given a grid (item A) to devise the questions and record the responses. On the bottom of Item A is a box in which they must identify any observations of the individuals verbal and non-verbal communication and how they may be relevant to their condition.

### Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 35 minutes.

### Performance outcomes

This practical activity scenario assesses:

PO1: Provide care and support to individuals with mental health conditions

PO2: Assist the mental health team with mental health tasks and therapeutic interventions

PO3: Promote mental wellbeing

## First meeting with the individual: role play script

The individual needs to be portrayed as someone who is shy, quiet and nervous. This should be portrayed in their body language, facial expressions, and their tone (fidgeting, avoiding eye contact, quivering voice, slow quiet tone, serious facial expression).

- use this information to answer the questions asked by the student during the assessment
- only offer the information if the student asks
- initial responses are highlighted in bold and additional responses if prompted by the student are in normal text. Some question responses in bold offer a choice for the role player to give

These responses are guides for how the student may pose questions. The questions that the student asks may not be the exact wording that is identified but the range of examples is sufficient to give an idea of how the individual can respond to questions posed by the student.

Questions	Response
General introductory questions with an aim to help settle the individual	
Questions that ask how they are.	<b>I am okay</b> I am a bit nervous <b>I was a bit anxious about coming today</b>
Questions that ask about them getting to the centre.	<b>My partner brought me</b> <b>My mum/dad dropped me here</b> I caught the bus
Did you find your way here okay?	<b>Yes</b>
Did you have any problems getting here today?	<b>No, it was okay</b>
Is it the first time you have been to the centre?	<b>No, I came here for an assessment 3 weeks ago</b>

**Personal and social information about the individual**

<p>Questions that ask about personal information.</p>	<p><b>Female name: Eva Roberts</b></p> <p><b>Male name: Simon Platts</b></p> <p><b>28 years old (DOB 25 / 02 / 93)</b></p> <p><b>Address: 5 Hill Avenue, Bennington, BBX 34B</b></p> <p><b>Lives on their own</b></p> <p><b>No children</b></p> <p><b>Has a pet cat</b> - called Milly</p> <p><b>Not working presently</b> - made redundant 6 months ago - worked part-time in administration</p> <p><b>Likes musicals</b> - Cats is the favourite</p> <p><b>Likes documentaries</b> - David Attenborough and science-based</p> <p><b>Enjoys cooking</b> - Italian but doesn't think they are very good at it</p>
<p>Questions that ask about support networks.</p>	<p><b>Started swimming but stopped</b> – wintertime and dark nights, doesn't always like to leave the house.</p> <p><b>Partner</b> - been together 2 years but they work away a lot</p> <p><b>Mum and Dad</b> - live close by, no brothers or sisters</p> <p><b>Sam</b> - a good friend but sometimes cancels plans as doesn't always feel like want to do things, speaks sometimes on the phone_</p> <p><b>Lost touch with work colleagues</b> - redundancy</p>
<p>Questions that ask what the individual would like to get from the support.</p>	<p><b>Increase confidence</b> in speaking to new people</p> <p><b>Not to get so worried</b> about trying new things and leaving the house</p> <p><b>Look for some part time work</b> - not sure but would like to do - something helping others</p> <p><b>Feel more confident</b> about attending job interviews</p> <p><b>Would like to join a fitness group</b> - gym maybe? But feel a bit embarrassed and worried about joining a gym</p> <p><b>Like to make some new friends</b> and meet more people but struggles sometimes with social interactions</p>

## Item A: questions for first meeting with the individual

Questions	Response

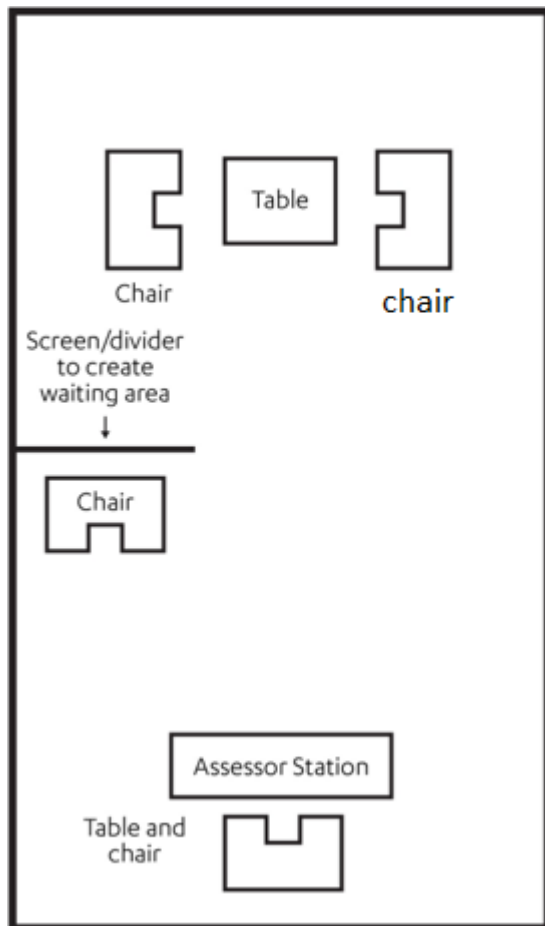
SAMPLE

Observations of individuals verbal and non-verbal communication and how they may be relevant to the individual's condition

SAMPLE



## Floor plan scenario 1



## Practical activity scenario 2

This practical activity scenario requires students to:

OPA6: Assist registered practitioners to implement strategies to support individuals with mental ill health

### Purpose

To assess the student's ability to demonstrate understanding of anger management support strategies.

To assess the student's ability to outline anger management support strategies with an individual and explain what is included in a support course.

### Brief

Mental health care provides a range of support groups and courses to help individuals manage emotions and behaviours.

Such groups include stress, anxiety and anger management.

An individual you have recently started supporting has been referred to an anger management course being run by the local NHS Trust.

### Task

Your line manager has given you some basic anger management course details (item B) to share with the individual.

Discuss this information with the individual and outline 3 anger management strategies that are typically used to help individuals understand and manage their feelings of anger.

You have up to 15 minutes to prepare and make notes before having the discussion with the individual.

You should use item C to write your notes.

You will then have up to 15 minutes for the discussion with the individual. The individual will be seated in the waiting area.

(16 marks)

plus marks for underpinning skills – person-centred, holistic care and service frameworks and health and safety and risk management

## Supporting information

### Mode of assessment

This practical activity scenario involves role play. The individual will be played by a member of staff who is unknown to the student. If the role player is male, they are to be called Simon. If the role player is female, they are to be called Eva. Additional role play information is given below.

The simulated station should be set up with a desk and 2 chairs which face opposite each other, on each side of the desk. The role player should be seated at a waiting area. The student should collect the role player and take them to the station.

The student should be provided with a quiet space to read and make notes before meeting with the role player. This could be a desk and chair for the student to use in the corner of the simulated station.

## Equipment

This practical activity scenario requires the following equipment:

- a waiting area for the role player to be collected from
- a desk
- 2 chairs
- a clock

## Resources

Students are given the details of an anger management course (item B) and item C to make notes before having a discussion with the individual.

## Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 35 minutes.

## Performance outcomes

This practical activity scenario assesses:

PO1: Provide care and support to individuals with mental health conditions

PO2: Assist the mental health team with mental health tasks and therapeutic interventions

PO3: Promote mental wellbeing

## Anger management: additional role play information

The role player must communicate in a neutral but cooperative way.

Their role play is to enable the student to provide information about services to support.

Their role for this scenario is to listen, respond and then ask some key questions regarding the information given to them by the student.

The role player must also ask 2 of the following questions that require the student to clarify a point of information given after they have given all the information:

- what times does the course run?
- how many sessions are there?
- where is it held?
- does it run on a Thursday?

SAMPLE

## Item B: anger management course details

Day:	Tuesdays
Time:	6.30pm to 8.00pm
Number of Sessions:	6
Place:	The Roland Centre (Conference Room)
Facilitators:	Rachel Beads and Andrew Wood

### Course outline

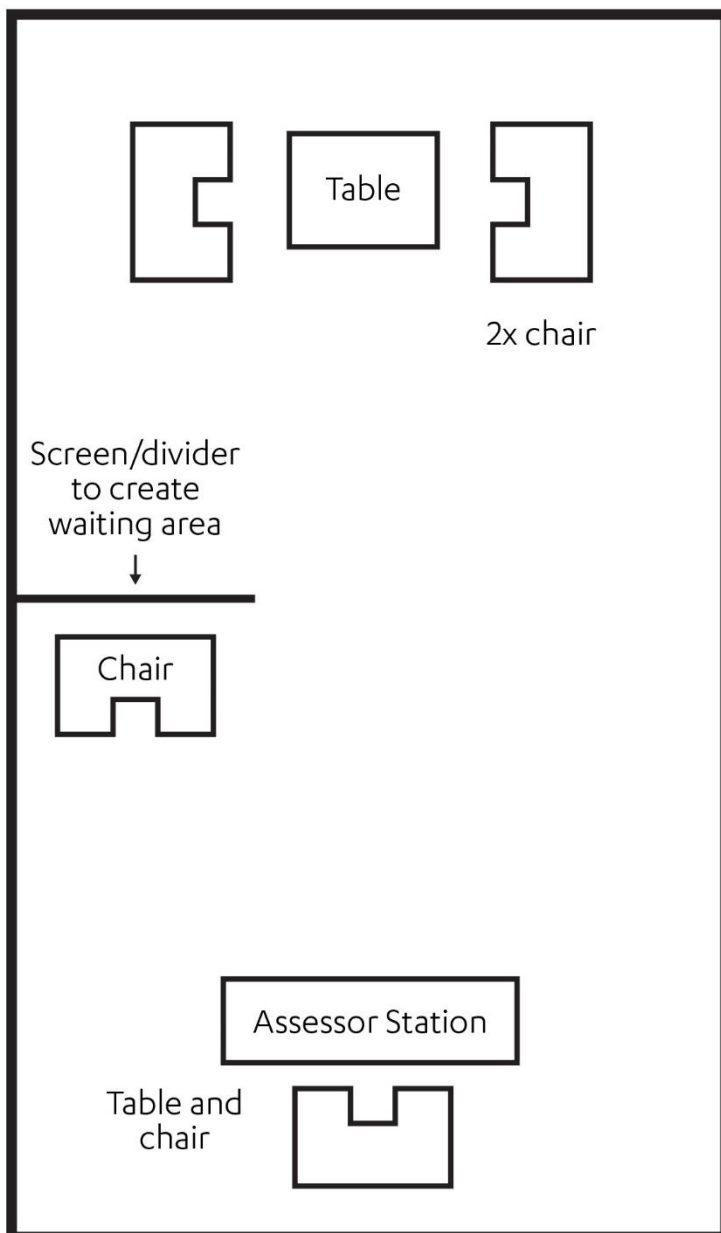
- Week 1 Welcome and introductions. What is anger (What does anger mean to me)?
- Week 2 What makes us angry? Identifying my personal triggers
- Week 3 Responses to anger. How do I respond to anger?
- Week 4 The impact of anger (physical, emotional, relationships, communication).
- Week 5 Strategies to manage anger. A range of strategies will be explored.
- Week 6 Group ending and feedback. What am I taking away with me?

## Item C: notes

Use this page to make your notes before having a discussion with the individual.

SAMPLE

## Floor plan scenario 2



## Practical activity scenario 3

This practical activity scenario requires students to:

OPA7: Assist registered practitioners to implement appropriate and individual strategies to promote mental and physical wellbeing

### Purpose

To assess student's ability to help individuals manage anxiety.

To assess student's ability to apply knowledge of anxiety through explanation of key aspects.

To assess student's ability to identify a suitable strategy and talk an individual through the strategy to help promote mental wellbeing.

### Brief

In the UK, 1 in 6 people report experiencing a common mental health problem such as anxiety in any given week ([www.mind.org.uk](http://www.mind.org.uk), 2019).

The community mental health team run a monthly support class for service users who experience a range of anxiety disorders.

You have been supporting the lead mental health nurse with these support classes.

You work with individuals on a 1:1 basis and go through various interventions to help them understand how they can respond and cope with anxiety.

This is the third session with one of the individuals you have been working with. The individual is waiting outside the office where the 1:1 sessions are held.

### Task

Discuss with the individual about what anxiety is and how they can recognise the key signs and symptoms of anxiety. You should spend about 10 minutes on this task.

Following this discussion, briefly outline one simple strategy or technique that the individual can use to respond to and cope with anxiety. You should also talk the individual through it. You have up to 10 minutes on this task.

You have 5 minutes to prepare for these tasks and can use page 15 to make any notes.

After the discussion, you should complete the session summary form that will go in the individual's notes (item D). You have up to 5 minutes to complete this form.

(16 marks)

plus marks for underpinning skills – person-centred, holistic care and service frameworks and communication and effective relationships

## Supporting information

### Mode of assessment

This practical activity scenario requires role play. The individual will be played by a member of staff who is unknown to the student.



If the role player is male then their name is Grant Bashir, if they are female their name is Petra Dulik. The role player will be given information about anxiety, signs, and symptoms. If the student asks them about symptoms they experience, the role player must give some responses to enable the conversation to flow. These can be simple responses, such as: I get hot, I feel my heart racing, or I get sweaty palms.

The simulated station set up in a small, quiet area or room. The 2 chairs should be facing each other, at a slight angle. The clock should be facing the student to help pace them through the task.

The role player can be seated outside the station for the student to collect once they have read the task. The student should read the task and make any notes at the station.

## Equipment

This practical activity scenario requires the following equipment:

- a place for the role player to be seated
- 2 chairs
- a clock

## Resources

Students are given page 15 in the assignment brief to make any notes and the session summary form (item D).

The session summary form has space for the name and date of birth of the individual. The assessor should complete the name of the individual on the form before the role play starts so that the student knows who they are working with.

## Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 35 minutes.

## Performance outcomes

This practical activity scenario assesses:

PO1: Provide care and support to individuals with mental health conditions

PO2: Assist the mental health team with mental health tasks and therapeutic interventions

PO3: Promote mental wellbeing

## Item D: session summary form

<b>Name</b>		<b>Date of birth</b>	
-------------	--	----------------------	--

<b>Session number</b>		<b>Date</b>		<b>Support worker</b>	
-----------------------	--	-------------	--	-----------------------	--

Focus of session (please tick those which apply)	Tick (✓)
Understanding anxiety	
Understanding depression	
Strategies to help cope with low mood	
Anxiety strategies and techniques	

<b>Summary of information covered in today's session</b>

<b>Strategy/technique demonstrated/talked through with individual</b>

**Client feedback on session/strategy**

--

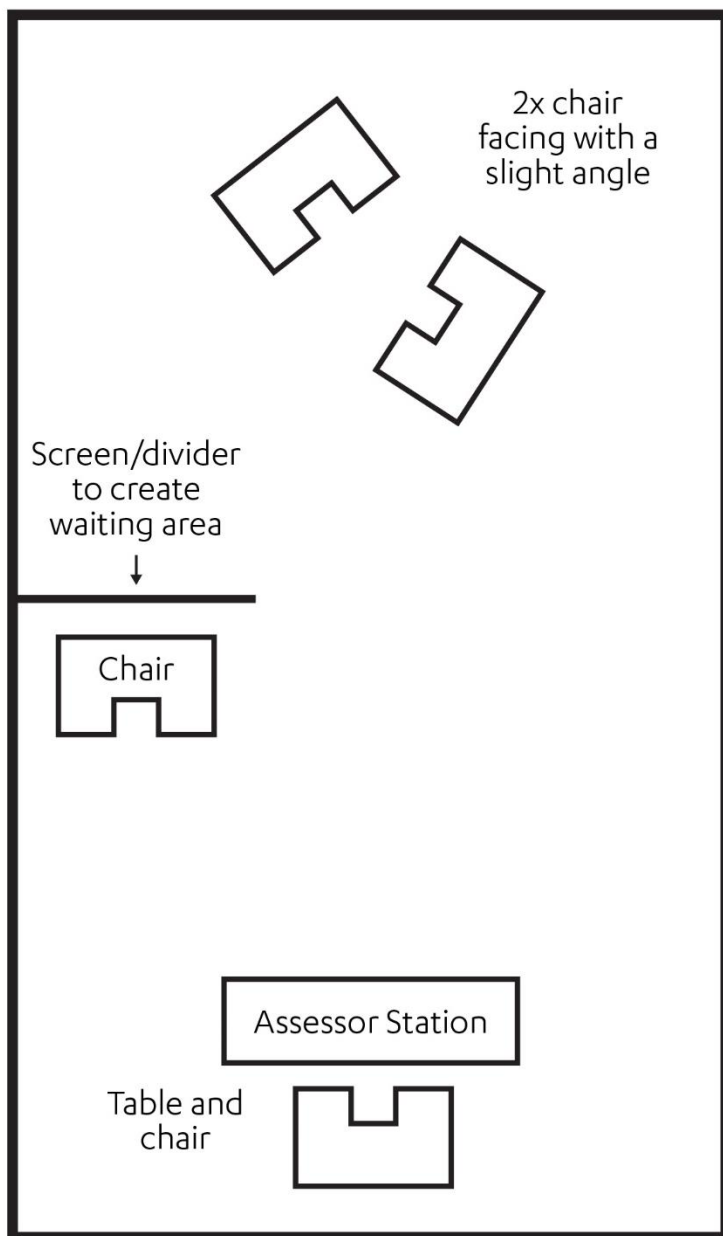
**Support worker recommendations for future sessions**

--

**Support worker signature**

**Date**

## Floor plan scenario 3



## Practical activity scenario 4

This practical activity scenario requires students to:

OPA9: Enable an individual to manage their condition through demonstrating the use of coping strategies and skills

### Purpose

To assess the student's ability to demonstrate knowledge and understanding of a basic safety plan used in mental health to support individuals to manage their responses to self-harm.

To assess the student's ability to communicate this knowledge to an individual and help them complete a safety plan that outlines potential strategies.

### Brief

As a mental health support worker your role will include helping individuals to manage their condition using coping strategies and skills to reduce self-harm behaviours.

There are a range of strategies that individuals can use and it is important to assist individuals to find suitable strategies that may work for them.

### Task

You have been asked to complete a safety plan template (item E) with an individual who has disclosed they have started self-harming and wants some help with being able to stop and manage their self-harm urges. The individual's name, date of birth and age has already been completed in the safety plan (item E). You have been asked to check the information with the individual and complete the rest of the safety plan together.

Where you see a 'probe question required', this indicates that you should ask a question to help with clarification of the individual's response to the original question being asked.

You have 5 minutes to prepare for this task and 25 minutes with the individual.

(16 marks)

plus marks for underpinning skills – person-centred, holistic care and service frameworks and health and safety and risk management

## Supporting information

### Mode of assessment

This practical activity scenario involves role play. The individual will be played by a member of staff who is unknown to the student. A role play script is provided below. If the role player is male, they are to be called Mohammed. If the role player is female, they are to be called Sharmain.

The simulated station should be set up with the 2 chairs either side of the table.

The role player can be seated outside the station for the student to collect once they have read the task. The student should read the task and make any notes at the station.

### Equipment

This practical activity scenario requires the following equipment:

- a table
- 2 chairs

## Resources

Students are given a safety plan to complete with the individual (item E).

The safety plan has space for the name and date of birth of the individual. The assessor should complete the name of the individual on the form before the role play starts so that the student knows who they are working with.

## Time

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

## Performance outcomes

This practical activity scenario assesses:

PO1: Provide care and support to individuals with mental health conditions

PO2: Assist the mental health team with mental health tasks and therapeutic interventions

PO3: Promote mental wellbeing

## Safety plan: role play script

- use this information to answer the questions asked by the student during the assessment
- only offer the information if the student asks
- initial responses are highlighted in bold and additional responses if prompted by the student are in normal text

Name	Mohammed or Sharmain	Date of birth	24/05/2000	Age	20 years
Date of meeting			Support worker		

Can you briefly outline/explain your self-harm? What do you do?

**I scratch my arms, mostly the forearms so I can cover them up with my jumper.  
I tend to scratch until they start to bleed, and I often scratch off the scabs when they start to heal.  
I want to stop because I feel very embarrassed about it and I can't wear short sleeves because everyone will look at me.**

How do you treat your wounds after you have self-harmed? (Where appropriate provide some basic information about the importance of wound care)

**I just wipe them with a tissue.**

What are the warning triggers or signs that make me feel more out of control?

- **withdrawing from others (1)**
  - **argument with my partner (2)**
  - **eating too much (3)**
  - **feeling very anxious (4)**
- (Probe question required)
- feeling useless (1)
  - that I have been misunderstood (2)
  - feeling lonely (3)
  - thinking I am not good enough (4)

### Coping strategies I can try to help with my self-harm urges

The student should give one example of a harm minimising technique/suggestion that the individual could try as an alternative to their self-harm behaviour.

The student will then ask the individual to identify 2 other strategies they could try.

You should choose 2 from the following list:

- focus on my breathing and ground myself
- do something physical like go for a walk or short burst of exercise
- do some relaxation exercises or drawing/colouring
- tell myself how well I am doing not to give in to my urges to self-harm
- draw on my arms with a red pen
- run an ice cube on my arm/hold an ice cube
- ping an elastic band on my wrist

### What can I tell myself when I am feeling the need to self-harm? (choose 2)

- I can get through this
- these feelings are only temporary
- these are horrible thoughts, but they are just thoughts, I don't have to act on them
- this will pass

### Who can I call if I feel the need to talk to someone?

#### **I am not sure**

(Probe question required)

- my sister
- Jo my friend
- my counsellor
- Samaritans helpline

### What could others do that would help?

- remind me of the coping strategies I can use
- talk to me about their day
- remind me that I am going to get through it



## Item E: safety plan

<b>Name</b>		<b>Date of birth</b>	24/05/2000	<b>Age</b>	20 years
<b>Date of meeting</b>		<b>Support worker</b>			

Can you briefly outline/explain your self-harm? What do you do?

Blank response area for self-harm explanation.

How do you treat your wounds after you have self-harmed? (Where appropriate provide some basic information about the importance of wound care)

Blank response area for wound treatment information.

What are the warning triggers or signs that make me feel more out of control? (probe question required)

Blank response area for warning triggers or signs.

Coping strategies I can try to help with my self-harm urges.

You should give one example of a harm minimising technique/suggestion that individual could try as an alternative to the self-harm behaviour.

You should ask the individual to identify 2 other strategies they could try.

What can I tell myself when I am feeling the need to self-harm?

Who can I call if I feel the need to talk to someone? (probe question required)

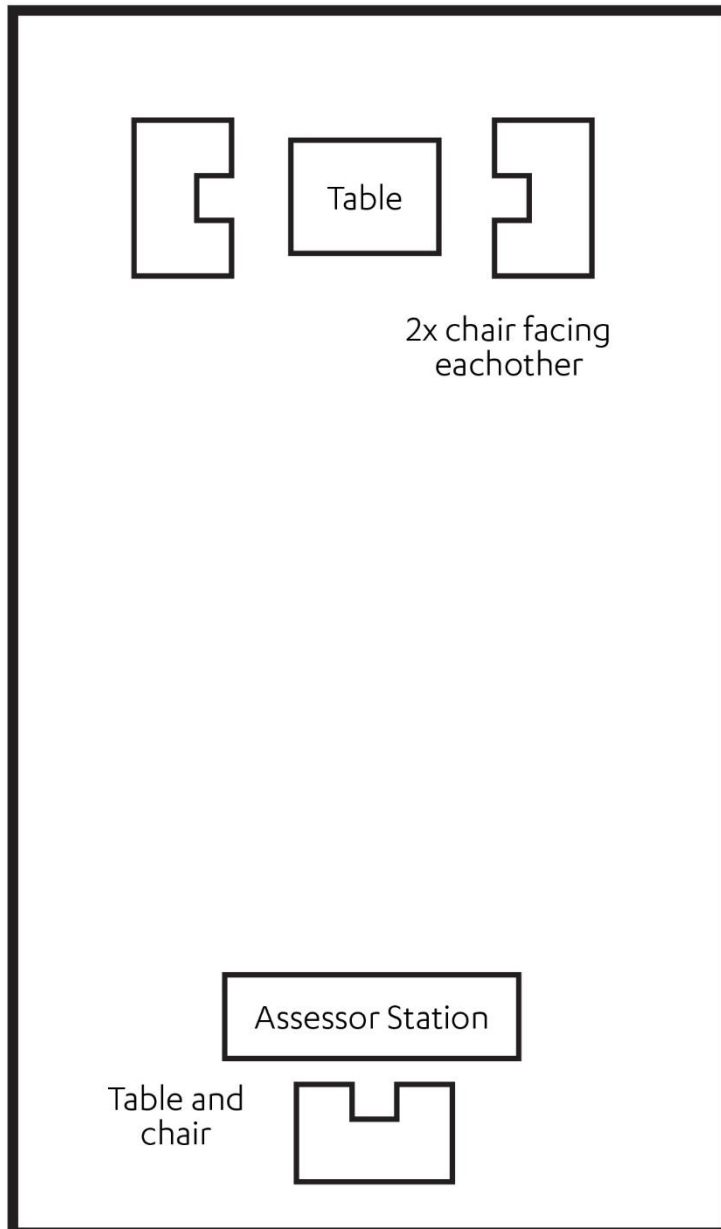
What could others do that would help?

**Support worker signature**

**Date**

SAMPLE

## Floor plan scenario 4



## PAA mark scheme

The mark scheme for the PAA comprises of marking grids and indicative content.

The following marking grids should be used to assess students and award marks for the scenario specific skills and underpinning skills. The indicative content for the scenario specific skills is for the practical activity scenarios set for the [insert series] series only.

To understand what is required to be awarded marks, students should have already been provided with a copy of the marking grids. The marking grids are published in the tutor guidance document which can be found at [www.qualhub.co.uk](http://www.qualhub.co.uk)

Assessors are reminded that they should complete a student assessment record form to record descriptive information and evidence of the student's skills and knowledge demonstrated during the PAA. The student assessment record form can be found at [www.qualhub.co.uk](http://www.qualhub.co.uk)

## Marking guidance

### Marking grid

The marking grids for the scenario specific skills and the underpinning skills identify the 4 assessment criteria that students are assessed against. Each assessment criterion is out of a total of 4 marks.

The assessment criteria are broken down into 4 bands with a corresponding descriptor. The descriptor for the band indicates the qualities of a student's performance in that band. The band is the mark that should be awarded for that assessment criterion for example band 1 = 1 mark and band 4 = 4 marks. There is a total of 16 marks available for the scenario specific skills and 12 marks available for underpinning skills mark schemes which should be used in accordance with the assessment requirements (see page 8 for details).

When determining marks for scenario-specific skills, assessors should only consider the quality of the student's performance in that scenario. When determining a band/mark, assessors' decisions should be based on the overall quality of the student's performance in relation to the descriptors. If the student's performance covers different aspects of different bands, assessors should use a best-fit approach to award the band/mark.

When determining marks for underpinning skills, the assessor should consider performance across all scenarios. Where certain scenarios do not provide opportunities for students to demonstrate an underpinning skill, students should not be penalised; the mark awarded should be based on the quality of the student's performance in scenarios where the underpinning skills have emerged. When determining a band/mark, assessors' decisions should be based on the overall quality of the student's performance in relation to the descriptors. If the student's performance of a particular underpinning skill is inconsistent across scenarios, and covers different aspects of different bands, assessors should use a best-fit approach to award the most appropriate band/mark.

Standardisation materials can be used to help assessors with determining a band/mark if they are unsure.

Assessors should start at the lowest band of the marking grid and move up until there is a match between the band descriptor and the student's performance.

### Indicative content

Indicative content has been provided as a guide to help assessors understand what should be expected in a student's performance to allow for a marking judgement to be made. Assessors are reminded that indicative content is not an exhaustive list.

## Scenario-specific skills marking grid

Band	Demonstration of knowledge and understanding of mental health conditions and/or mental wellbeing and treatments		Application of best practice and agreed ways of working when assisting to carry out appropriate therapeutic interventions and/or care or support for individuals as delegated by the mental health team		Use of strategies and/or techniques for support and care when assisting to carry out appropriate therapeutic interventions as delegated by the mental health team		Observing, recording, selecting and/or presenting/reporting data and/or handling information when assisting to carry out appropriate clinical interventions and/or care or support for individuals as delegated by the mental health team	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
4	4	The student demonstrates a <b>highly effective</b> application of knowledge of mental health conditions and mental wellbeing and/or an <b>excellent</b> understanding of how mental health conditions and wellbeing can impact on the individual and others in terms of emotions, thinking and behaviour, which is <b>sustained</b> throughout the student's practice.	4	The student demonstrates a <b>highly effective</b> application of delegated therapeutic interventions and/or care or support for individuals, that is <b>consistently</b> in line with best practice guidelines and agreed ways of working.  The student is <b>highly effective</b> at working collaboratively with individuals, carers and other healthcare professionals to support mental health needs, which is <b>always</b> within scope of own role.	4	The student <b>always</b> assists registered practitioners to implement appropriate strategies and/or techniques in a <b>highly effective</b> way.  The student provides <b>excellent</b> support for individuals with mental health and wellbeing needs that <b>always</b> suits the particular purpose.	4	The student observes, records, selects and/or represents/reports data and/or information in a <b>highly effective</b> and <b>clear</b> way, when assisting to carry out appropriate therapeutic interventions and/or care or support for individuals as delegated by the mental health team.

Band	Demonstration of knowledge and understanding of mental health conditions and/or mental wellbeing and treatments		Application of best practice and agreed ways of working when assisting to carry out appropriate therapeutic interventions and/or care or support for individuals as delegated by the mental health team		Use of strategies and/or techniques for support and care when assisting to carry out appropriate therapeutic interventions as delegated by the mental health team		Observing, recording, selecting and/or presenting/reporting data and/or handling information when assisting to carry out appropriate clinical interventions and/or care or support for individuals as delegated by the mental health team	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
3	3	The student demonstrates an <b>effective</b> application of knowledge of mental health conditions and mental wellbeing and/or a <b>good</b> understanding of how mental health conditions and wellbeing can impact on the individual and others in terms of emotions, thinking and behaviour, which is <b>generally sustained</b> throughout the student's practice.	3	The student demonstrates an <b>effective</b> application of delegated therapeutic interventions and/or care or support for individuals, that is <b>usually</b> in line with best practice guidelines and agreed ways of working.  The student is <b>effective</b> at working collaboratively with individuals, carers and other healthcare professionals, which is <b>usually</b> within scope of role.	3	The student <b>usually</b> assists registered practitioners to implement appropriate strategies and/or techniques in an <b>effective</b> way.  The student provides <b>good</b> support for individuals with mental health and wellbeing needs that <b>generally</b> suits the particular purpose.	3	The student observes, records, selects and/or represents/reports data and/or information in an <b>effective</b> and <b>mostly clear</b> way, when assisting to carry out appropriate therapeutic interventions and/or care or support for individuals as delegated by the mental health team.

Band	Demonstration of knowledge and understanding of mental health conditions and/or mental wellbeing and treatments		Application of best practice and agreed ways of working when assisting to carry out appropriate therapeutic interventions and/or care or support for individuals as delegated by the mental health team		Use of strategies and/or techniques for support and care when assisting to carry out appropriate therapeutic interventions as delegated by the mental health team		Observing, recording, selecting and/or presenting/reporting data and/or handling information when assisting to carry out appropriate clinical interventions and/or care or support for individuals as delegated by the mental health team	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
2	2	The student demonstrates <b>reasonable</b> application of knowledge of mental health conditions and mental wellbeing and/or a <b>satisfactory</b> understanding of how mental health conditions and wellbeing can impact on the individual and others in terms of emotions, thinking and behaviour, which is <b>partially sustained</b> throughout the student's practice.	2	The student demonstrates a <b>reasonably effective</b> application of delegated therapeutic interventions and/or care or support for individuals, that is <b>sometimes</b> in line with best practice guidelines and agreed ways of working.  The student is <b>reasonably effective</b> at working collaboratively with individuals, carers and other healthcare professionals, which is <b>sufficiently</b> within scope of role.	2	The student <b>sometimes</b> assists registered practitioners to implement appropriate strategies and/or techniques in a <b>reasonably effective</b> way.  The student provides <b>satisfactory</b> support for individuals with mental health and wellbeing needs that <b>partially</b> suits the particular purpose.	2	The student observes, records, selects and/or represents/reports data and/or information in a <b>reasonably effective</b> and <b>partially clear</b> way, when assisting to carry out appropriate therapeutic interventions and/or care or support for individuals as delegated by the mental health team.



Band	Demonstration of knowledge and understanding of mental health conditions and/or mental wellbeing and treatments		Application of best practice and agreed ways of working when assisting to carry out appropriate therapeutic interventions and/or care or support for individuals as delegated by the mental health team		Use of strategies and/or techniques for support and care when assisting to carry out appropriate therapeutic interventions as delegated by the mental health team		Observing, recording, selecting and/or presenting/reporting data and/or handling information when assisting to carry out appropriate clinical interventions and/or care or support for individuals as delegated by the mental health team	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
1	1	The student demonstrates <b>limited</b> application of knowledge of mental health conditions and mental wellbeing and/or a <b>basic</b> understanding of how mental health conditions and wellbeing can impact on the individual and others in terms of emotions, thinking and behaviour, which is <b>fragmented</b> throughout the student's practice.	1	The student demonstrates <b>minimally effective</b> application of delegated therapeutic interventions and/or care or support for individuals, that is <b>occasionally</b> in line with best practice guidelines and agreed ways of working.  The student is <b>minimally effective</b> at working collaboratively with individuals, carers and other healthcare professionals, which is <b>minimally</b> within scope of role.	1	The student <b>occasionally</b> assists registered practitioners to implement appropriate strategies and/or techniques in a <b>minimally effective</b> way.  The student provides <b>basic</b> support for individuals with mental health and wellbeing needs that <b>rarely</b> suits the particular purpose.	1	The student observes, records, selects and/or represents/reports data and/or information in a <b>minimally effective</b> and <b>clear</b> way, when assisting to carry out appropriate therapeutic interventions and/or care or support for individuals as delegated by the mental health team.
0	No evidence demonstrated or nothing worthy of credit.							

## Underpinning skills marking grid

Band	Person-centred, holistic care and service frameworks		Communication and effective relationships		Health and safety and risk management	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
4	4	<p>The student demonstrates <b>excellent</b> person-centred, holistic care, ensuring that they <b>always</b> involve the individuals when supporting with mental health conditions.</p> <p>The student's adherence to and compliance with the appropriate guidelines, policies and service frameworks for mental health is <b>excellent</b>, demonstrating <b>consistency</b> in care provided within their role to support individuals with mental health conditions.</p>	4	<p>The student demonstrates <b>highly effective</b> communication skills and where appropriate, <b>successfully</b> uses them to overcome barriers that prevent the building and sustaining of effective relationships.</p> <p>The student's tone, register and level of detail is <b>excellent</b> and <b>always</b> reflects the level and experience of the audience and purpose.</p> <p>The student uses technical language with <b>accuracy</b> and they <b>always</b> demonstrate active listening to meet the needs of the individuals.</p>	4	<p>The student's ability to follow health and safety and/or risk assessment processes identified by the mental health team is <b>excellent</b>, when assisting to carry out delegated therapeutic interventions and/or support strategies with individuals.</p> <p>The student's application of knowledge of scope of safe practice is <b>highly effective</b> and they <b>always</b> work within the limitations of their role, safeguarding the individual's wellbeing.</p>

Band	Person-centred, holistic care and service frameworks		Communication and effective relationships		Health and safety and risk management	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
3	3	<p>The student demonstrates <b>good</b> person-centred, holistic care, <b>usually</b> ensuring that they involve the individuals when supporting with mental health conditions.</p> <p>The student's adherence to and compliance with the appropriate guidelines, policies and service frameworks for mental health is <b>good</b>, demonstrating <b>generally</b> consistent care provided within their role to support individuals with mental health conditions.</p>	3	<p>The student demonstrates <b>effective</b> communication skills and where appropriate, uses them <b>generally successfully</b> to overcome barriers that prevent the building and sustaining of effective relationships.</p> <p>The student's tone, register and level of detail is <b>good</b> and <b>generally</b> reflects the level and experience of the audience and purpose.</p> <p>The student's use of technical language is <b>generally accurate</b> and they <b>usually</b> demonstrate active listening to meet the needs of the individuals.</p>	3	<p>The student's ability to follow health and safety and/or risk assessment processes identified by the mental health team is <b>good</b>, when assisting to carry out delegated therapeutic interventions and/or support strategies with individuals.</p> <p>The student's application of knowledge of scope of safe practice is <b>effective</b> and they <b>usually</b> work within the limitations of their role, safeguarding the individual's wellbeing.</p>

Band	Person-centred, holistic care and service frameworks		Communication and effective relationships		Health and safety and risk management	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
2	2	<p>The student demonstrates <b>satisfactory</b> person-centred, holistic care, <b>sometimes</b> ensuring that they involve the individuals when supporting with mental health conditions.</p> <p>The student's adherence to and compliance with the appropriate guidelines, policies and service frameworks for mental health is <b>satisfactory</b>, demonstrating <b>partially</b> consistent care provided within their role to support individuals with mental health conditions.</p>	2	<p>The student demonstrates <b>reasonably effective</b> communication skills and where appropriate, uses them <b>somewhat successfully</b> to overcome barriers that prevent the building and sustaining of effective relationships.</p> <p>The student's tone, register and level of detail is <b>satisfactory</b> and <b>sometimes</b> reflects the level and experience of the audience and purpose.</p> <p>The student's use of technical language is <b>partially accurate</b> and <b>sometimes</b> demonstrates active listening to meet the needs of the individuals.</p>	2	<p>The student's ability to follow health and safety and/or risk assessment processes identified by the mental health team is <b>satisfactory</b>, when assisting to carry out delegated therapeutic interventions and/or support strategies with individuals.</p> <p>The student's application of knowledge of scope of safe practice is <b>satisfactory</b> and they work <b>sufficiently</b> within the limitations of their role, but this <b>may</b> risk failure to safeguard the individual's wellbeing.</p>

Band	Person-centred, holistic care and service frameworks		Communication and effective relationships		Health and safety and risk management	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
1	1	<p>The student demonstrates <b>basic</b> person-centred, holistic care, <b>occasionally</b> ensuring that they involve the individuals when supporting with mental health conditions.</p> <p>The student's adherence to and compliance with the appropriate guidelines, policies and service frameworks for mental health is <b>poor</b>, demonstrating <b>limited</b> consistency in care provided within their role to support individuals with mental health conditions.</p>	1	<p>The student demonstrates <b>minimally effective</b> communication skills and where appropriate, uses them with <b>limited success</b> to overcome barriers that prevent the building and sustaining of effective relationships.</p> <p>The student's tone, register and level of detail is <b>basic</b> and <b>rarely</b> reflects the level and experience of the audience and purpose.</p> <p>The student's use of technical language is <b>limited</b> in <b>accuracy</b> and they <b>rarely</b> demonstrate active listening to meet the needs of the individuals.</p>	1	<p>The student's ability to follow health and safety and/or risk assessment processes identified by the mental health team is <b>poor</b>, when assisting to carry out delegated therapeutic interventions and/or support strategies with individuals.</p> <p>The student's application of knowledge of scope of safe practice is <b>limited</b> and they <b>rarely</b> work within the limitations of their role, which <b>risks</b> failure to safeguard the individual's wellbeing.</p>
0	No evidence demonstrated or nothing worthy of credit.					

# Indicative content

## Practical activity scenario 1

Use of enhanced communication skills to build professional relationship including:

- open and friendly manner when meeting and greeting individual from waiting area
- good use of eye contact
- smiling
- friendly manner
- upright and open body language
- giving their name, for example, “hello my name is Sarah and I am a mental health support worker, would you like to come with me...”
- shaking hands (this is not obligatory, but some individuals may put their hands out and some students may use this)
- saying hello, asking name, “please come with me”
- clear tone and pace when speaking
- offer individual a seat/directs to a seat
- asks if the individual is comfortable
- closes door
- Asks individual if they are happy to continue with meeting

Use of enhanced communication skills to conduct meeting including:

- gives name and role at start of meeting
- thank the individual for coming
- briefly explains role, for example, “I am Sarah, I am a mental health support worker”, “I help to run the group....”, “I will be working with you on.....”
- use a range of open questions to elicit information and build relationships, for example, where they live, how they got there today, hobbies, how they may feel about attending classes, have they been part of any groups before, what they feel they would like to work on, improve on, what are some of the things they find difficult
- displays unconditional positive regard (UPR) for example they are not judgemental in their approach
- does not patronise, for example, “you poor thing”
- shows respect and empathy, for example, show understanding for their difficulties
- good use of eye contact This also includes strategies – effective communication – bullet points below
- active listening, for example, nodding, smiling, using “aha, yes, okay”, facing the individual, open body posture
- clarifying individual’s responses, for example, “did you mean”, “am I right in understanding that”?
- reflection of individual’s responses, for example, “so you like to watch football”, “you said you feel a bit nervous about....”
- use open body language, for example, facing individual, hands in lap, uncrossed arms, uncrossed legs, sitting slightly back, relaxed facial expressions - smiling

- use verbal prompts to encourage continuation of conversation/acknowledge responses, for example, aha, yes, okay, I see, I understand, hm hm
- check individual is okay during session
- good use of tone, pitch and pace, for example, not talking too fast or slow, not shouting, relaxed pitch in voice
- asks if individual has any questions
- Clarification/discussion
- interpret and respond to nonverbal cues (for example agitation, fidgeting,)
- record responses accurately and concisely

Bring meeting to a close, for example, “it’s time to finish our meeting now, it’s been nice to meet you”:

- thank individual for attending
- see client out of room, for example, get up and opens door for client, lets them out first
- shake hands (not obligatory to shake hands) say goodbye
- Record observations of the individuals verbal and non- verbal communication and how it may be relevant to their condition: non -verbal communication relevant to anxiety: fidgeting, avoiding eye contact, quivering voice, slow quiet tone, serious facial expression, Verbal communication relevant to anxiety: expressing feeling of being nervous and worried, struggling with social interactions, not liking to leave the house and cancelling social plans

Accept other appropriate actions.

## Practical activity scenario 2

Understand anger and its effect on individual's personal lives:

- affects the individual on many levels
- a secondary emotion to feeling frightened, lonely or threatened
- impacts on the individual's physical health, for example, heart rate, blood pressure, hormones - adrenaline
- dealing with anger long term can be detrimental to overall health

Provides information regarding the anger management course from information given and anger management strategies:

- take some time out
- recognise that you are feeling anger
- learn relaxation skills
- know when to ask for help

Tools, resources and support to help the individual:

- grounding, for example, STOP
- distraction, for example, music, positive self-talk
- countdown techniques, for example, counting backwards from 100
- removing themselves from the situation
- mindfulness
- meditation practice
- support groups, for example, Veterans, Abuse, peer support
- printed information, for example, specialist leaflets, books
- counsellors, for example, cognitive behavioural therapy (CBT)

Anger management support group/class: gives accurate information

- length of sessions
- amount of sessions
- setting boundaries
- understanding emotions
- identifying personal triggers
- identifying healthy strategies to manage anger, for example, CBT skills, relaxation, behaviour change
- undertake role plays to test out scenarios and practice coping skills
- peers support and feedback
- therapist/group leader support and feedback

Accept other appropriate actions.



## Practical activity scenario 3

Welcome and introduction to individual to session:

- use enhanced communication skills, for example, smile, eye contact, open body language
- uses name/asks name of individual when welcoming
- settles individual, for example, ask if they are comfortable
- briefly explains the process of the meeting, for example, explains about anxiety, looks at strategies, talks the individual through a simple strategy, outlines how long it will take, checks individual is okay to continue

Explain anxiety to the individual signs and symptoms:

- reference to 'fight/flight' response
- physical impact, for example, heart rate, feeling sick
- emotional impact, for example, scared, helpless, anxious
- practical impact, for example, hard to achieve tasks, going out, concentration
- social impact, for example, withdrawn, loss of interaction, loss of contact with others
- behavioural impact, for example, avoidance, withdrawal, increases feelings of accomplishment

Signs and symptoms of anxiety:

- increased heart rate
- out of breath
- feeling sick/nausea
- hot flushes, for example, face, cheeks
- jelly legs
- headaches
- shaky
- insomnia
- need to urinate frequently
- diarrhoea
- digestive problems

Outline strategy to help with anxiety - Grounding techniques:

- STOP
- regulate breathing, for example, breathe in through the nose and out through the mouth to the count of 3
- 5 senses - 5 things you can see, 4 things you can hear
- ping an elastic band on wrist - brings you back into the now
- physical techniques - hold a piece of ice, hold a stone/pebble, march on the spot, exercise
- smell something, for example, tissue with favourite essential oil/perfume
- describe your surroundings, for example, the room you are in
- recite a personal mantra, for example, "I can get through this", "it will pass"

- feel your feet on the ground, for example, take your attention to your toes

Distraction techniques:

- focus on a picture and really see what you can see
- listen to music
- do some colouring/draw
- do a puzzle
- make a cup of tea
- do some gentle yoga to help with breathing
- watch a film (comedy, calming or soothing, childhood favourite)

Talk through strategy:

- gain consent from individual to undertake strategy with them
- use appropriate pace and tone
- allow time for individual to process and try
- give positive feedback to individual throughout
- check individual is okay
- check individual's understanding

Completion of strategy:

- thank individual for participating
- completes session summary form for client notes identifying key points and actions recommended

Accept other appropriate actions.

## Practical activity scenario 4

Welcome individual to the meeting:

- use of enhanced communication skills, for example, smile, eye contact, open body language
- uses name/asks name of individual when welcoming
- introduce self and role, for example, "hello, I'm.... and I am a support worker with..."
- settles individual, for example, asks if they are comfortable
- briefly explains the process of the meeting, for example, explains it is to help them identify a safety plan to help them manage their desire/need/thoughts/behaviours around self-harming
- shows/shares the safety plan with the individual and identifies some of the points they will complete on it
- help individual to complete their safety plan, noting responses and key issues
- checks the individual is okay/ready to start

Demonstrate effective communication skills to help complete a safety plan with the individual:

- good use of active listening skills, for example, eye contact, nodding, facial expression - shows interest/concern throughout the meeting to complete the plan
- body language that is open and supportive, for example, at same level as individual, demonstrates empathy, understanding of situation
- verbal communication that helps to encourage conversation, for example, "I see", "okay"
- communication is positive to individuals' responses for safety plan process and strategies
- verbal responses, for example, tone and pitch - soft and calm, using reassuring responses
- observe and respond to non-verbal cues, for example, agitation, fidgeting, heightened emotions
- a non-judgemental approach to aid an open/honest conversation
- checks at points throughout the session that the individual is okay
- using a range of questioning techniques to encourage conversation, for example, open, factual
- using a range of questioning techniques to check understanding, for example, paraphrasing, reflective
- aware of 'silence' and how it can be used to support conversations appropriately
- allows the individual time to process information shared and heard
- helps individual with possible responses if they get stuck, for example, "could you tell yourself something...?"
- work in collaboration with individual to help support needs

Coping strategies and skills that can be used to help self-harm reduction:

- talking with others, for example, friend, helpline, health professional
- phone a friend who can remind of safety plan
- remind self that this feeling is only temporary and will pass
- self soothe techniques
- relaxation techniques, for example, listen to music
- running - short burst of exercise

- use an elastic band on wrist
- use ice cubes on skin
- use red pen to draw on arms
- wound care, for example, clean with antiseptic, use sterile dressings, plasters, antiseptic cream, keep hands and nails clean, keep nails short

End of meeting:

- bring meeting to a close, for example, check they are happy with the plan; reassure they can contact if necessary
- thank individual for attending
- see client out of room, for example, get up and opens door for client, lets them out first
- shake hands (not obligatory to shake hands)/say goodbye

Accept other appropriate actions.

SAMPLE

## Performance outcome grid

Practical Activity Scenario	O-PO1	O-PO2	O-PO3	Total
1	12	2	2	16
2	2	12	2	16
3	2	2	12	16
4	2	2	12	16
<b>Underpinning</b>	8	4		12
<b>Total</b>	<b>26</b>	<b>22</b>	<b>28</b>	<b>76</b>
<b>% weighting</b>	<b>34</b>	<b>29</b>	<b>37</b>	<b>100%</b>

## Document information

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Owner: Head of Assessment Design

## Change History Record

Version	Description of change	Approval	Date of Issue
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	20 November 2023