

# **T Level Technical Qualification in Health**

Occupational specialism assessment (OSA)

## **Supporting the Mental Health Team**

Assignment 3 – Professional discussion

Provider delivery guide

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# Supporting the Mental Health Team

### Provider delivery guide

Assignment 3

Professional discussion

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# Conducting the professional discussion

## Assessment conditions

- during the preparation time, provider 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
- students 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 progressed to the next theme. This brings the total to 4 questions per theme and 12 questions per discussion.

It is important that the discussion supervisor is able to have a two-way conversation with the student 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?

- before/during/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 skills gaps

### **What actions are planned for next time?**

- future changes
- develop skills and knowledge
- appropriate knowledge and next steps
- feedback from others

### **Final question (essential to include)**

#### **Is there anything else that you would like to:**

- add
- clarify
- reflect
- share
- contribute

### **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 or rephrase 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: assisting the mental health team with mental health tasks and therapeutic interventions

#### Question 1

##### Part A

Referring to your own learning and experience, discuss why it is good practise to monitor the physical health of individuals with a diagnosed mental health condition.

##### Part B

Referring to your own learning and experience, explain observations that could show someone's physical health has declined.

(12 marks)

#### Question 2

##### Part A

Referring to your own learning and experience, explain how communication skills can be used to support effective interventions with service users.

##### Part B

Referring to your own learning and experience, evaluate the impact of your communication skills in relation to a service user.

(20 marks)

## Theme 2: promoting an individual's mental wellbeing

### Question 3

#### Part A

Referring to your own learning and experience, discuss how signs and symptoms associated with a specific mental health condition impact on an individual's health and wellbeing.

#### Part B

Referring to your own learning and experience, outline the benefits **and** drawbacks of a treatment that is available for the mental health condition you discussed in **part A**.

(12 marks)

### Question 4

#### Part A

Referring to your own learning and experience, analyse the process taken when planning to discharge a service user from hospital.

Explain how this process supports the service user's health and wellbeing.

#### Part B

Referring to your own learning and experience, reflect on a situation where a service user has been effectively supported during a significant life event.

(20 marks)



## Theme 3: risk assessment and prevention

### Question 5

#### Part A

Referring to your own learning and experience, explain the importance of the Mental Health Act (2007).

#### Part B

Reflect on a situation in your placement, or learning experience, where a specific section of the Mental Health Act (2007) has been applied when working with a service user.

(12 marks)

### Question 6

#### Part A

Referring to your own learning and experience, discuss the importance of safeguarding in a mental health care setting.

#### Part B

Reflect on a situation in your placement, or a learning experience where strategies were used effectively to minimise risk to a service user with a specific mental health condition.

(20 marks)

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Past Paper