



# T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

## Supporting the Mental Health Team

Assignment 3 – Professional discussion

Assignment brief

## T Level Technical Qualification in Health Occupational specialism assessment (OSA)

# Supporting the Mental Health Team

## Assignment brief

Assignment 3

Professional discussion

## Contents

<b>Student instructions</b> .....	<b>3</b>
<b>Theme 1: communication and safeguarding</b> .....	<b>4</b>
Question 1 .....	4
Question 2 .....	4
<b>Theme 2: assisting the mental health team with mental health tasks and therapeutic interventions</b> .....	<b>5</b>
Question 3 .....	5
Question 4 .....	5
<b>Theme 3: providing care and support to individuals with mental health conditions</b> .....	<b>6</b>
Question 5 .....	6
Question 6 .....	6
<b>Preparation templates</b> .....	<b>7</b>
<b>Document information</b> .....	<b>14</b>

## Student instructions

The themes and questions that will form the basis of the professional discussion for this series are below.

You have 45 minutes to read through this material and prepare notes for your response.

You have 1 hour to complete the professional discussion with the discussion supervisor.

You may refer to any experience or situation, either in the classroom or on workplace placement, in your answer. This could include:

- an action you have completed yourself
- something you observed that made an impact on you
- something you know that you can apply to the question

There are 3 templates provided, 1 for each theme, which you can use to take notes in preparation for your response.

You can use the same significant learning experience more than once if each theme also has one new learning experience (for example, you may have significant learning experiences that overlap more than one theme).

You will be asked 2 questions, which have part A and part B, for each theme. Each theme is worth 32 marks, made up of one 12-mark question and one 20-mark question. You should answer part A first, followed by part B when prompted.

The discussion supervisor will ask you up to 3 questions per theme throughout the discussion, plus an additional question to give you the opportunity to add or expand on any part of your response before progressing to the next theme. This is a requirement and does not necessarily reflect a poor or insufficient response.

You cannot return to discuss a theme once you have moved on to the next theme.

You may ask for a question to be repeated or clarified.

The professional discussion will be recorded, and the discussion marked by an external examiner. It should last no longer than one hour.

## Theme 1: communication and safeguarding

### Question 1

#### Part A

Reflecting on your own experiences and learning, explain why communication between professionals is important for patient care.

#### Part B

Discuss a range of barriers to communication in mental health settings, referring to your own experiences and learning.

(12 marks)

### Question 2

#### Part A

Reflecting on your own experiences and learning, outline why person-centred care is important for patients in relation to safeguarding.

#### Part B

Reflecting on your own experiences and learning, explain the link between data protection and the Care Act (2014) for the purpose of safeguarding patients.

(20 marks)

## Theme 2: assisting the mental health team with mental health tasks and therapeutic interventions

### Question 3

#### Part A

Referring to your own experiences and learning, discuss mental health tasks and therapeutic interventions that you have assisted with.

#### Part B

Reflecting on your own experience and learning, explain the benefits of early intervention in the care and treatment of an individual.

(12 marks)

### Question 4

#### Part A

Referring to your experience and learning, evaluate the extent to which national guidelines and local service frameworks enable safe, professional practice in mental health settings.

#### Part B

Referring to your own experience and learning, discuss the importance of reflecting on your own practice when assisting with mental health tasks and therapeutic interventions.

(20 marks)

## Theme 3: providing care and support to individuals with mental health conditions

### Question 5

#### Part A

Referring to your own experiences and learning, discuss how undertaking physiological measurements contribute to the effective care and support of an individual with a mental health condition.

#### Part B

Referring to your own experience and learning, explain the importance of observing, recording, and reporting changes in the mental health of individuals when providing care and support.

(12 marks)

### Question 6

#### Part A

Referring to your own experiences and learning, describe proactive approaches to managing challenging behaviours when providing care and support to individuals.

#### Part B

Referring to your experiences and learning, evaluate your own learning experiences in relation to the care and support of individuals with mental health conditions, including your strengths and areas for improvement.

(20 marks)

# Preparation templates

## Theme 1

**Describe what happened (when, where, who was present; what did you do; why were you in the situation; what did you want to happen?)**

**How did you feel you impacted on the situation? (During, before and after; what did others feel during and after the situation; what do you think now?)**

**Evaluate your experience (what went well/not so well; what was good/bad; what did you, and others, contribute positively or negatively?)**

**Analyse what happened with reference to your own knowledge, skills, and behaviours (why did things go well/not so well; what sense can be made of it; what knowledge do you/others have to help you understand the situation?)**

**What conclusions can you draw from the situation? (What did you learn; how could it be more positive for everyone involved; what skills do you need to improve; what else could you have done?)**



**What actions are planned for next time? (What would you do differently in the same situation; how will you develop the skills required; how can you make sure you take the right steps?)**

## Theme 2

**Describe what happened (when, where, who was present; what did you do; why were you in the situation; what did you want to happen?)**

**How did you feel you impacted on the situation? (During, before and after; what did others feel during and after the situation; what do you think now?)**

**Evaluate your experience (what went well/not so well; what was good/bad; what did you, and others contribute positively or negatively?)**

**Analyse what happened with reference to your own knowledge, skills, and behaviours (why did things go well/not so well; what sense can be made of it; what knowledge do you/others have to help you understand the situation?)**

**What conclusions can you draw from the situation? (What did you learn; how could it be more positive for everyone involved; what skills do you need to improve; what else could you have done?)**

**What actions are planned for next time? (What would you do differently in the same situation; how will you develop the skills required; how can you make sure you take the right steps?)**

### Theme 3

**Describe what happened (when, where, who was present; what did you do; why were you in the situation; what did you want to happen?)**

**How did you feel you impacted on the situation? (During, before and after; what did others feel during and after the situation; what do you think now?)**

**Evaluate your experience (what went well/not so well; what was good/bad; what did you, and others, contribute positively or negatively?)**

**Analyse what happened with reference to your own knowledge, skills, and behaviours (why did things go well/not so well; what sense can be made of it; what knowledge do you/others have to help me understand the situation?)**

**What conclusions can you draw from the situation? (What did you learn; how could it be more positive for everyone involved; what skills do you need to improve; what else could you have done?)**

**What actions are planned for next time? (What would you do differently in the same situation; how will you develop the skills required; how can you make sure you take the right steps?)**

SAMPLE

## Document information

Copyright in this document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 2023.

'T-LEVELS' is a registered trade mark of the Department for Education.

'T Level' is a registered trade mark of the Institute for Apprenticeships and Technical Education.

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education. NCFE is currently authorised by the Institute to develop and deliver the T Level Technical Qualification in Health.

'Institute for Apprenticeships & Technical Education' and logo are registered trade marks of the Institute for Apprenticeships and Technical Education.

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	16 November 2023