

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Therapy Teams

Assignment 3 – Professional discussion

Mark scheme

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Professional discussion

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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

Past Paper

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 zero 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.

The indicative content is non exhaustive and should be used as an illustrative guide and not used as an exemplar or checklist.

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 band, 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 focussing 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 band 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.

Performance outcomes

This assessment requires students to demonstrate the following:

Supporting healthcare (core)

PO1	Assist with an individual's overall care and needs to ensure comfort and wellbeing
PO2	Assist registered health professionals with clinical or therapeutic tasks and interventions
PO3	Undertake a range of physiological measurements

Supporting the therapy team (option E)

PO1	Carry out a range of therapeutic techniques to support allied health professionals
PO2	Assist with the therapy support process and provide advice to help individuals develop and improve their health and/or develop or maintain skills for daily living
PO3	Prepare and maintain the therapeutic environment, equipment and resources for use

Theme 1: providing therapeutic care in a clinical setting

Question 1

Part A

Referring to your own learning and experience of a therapy team, describe the different skills and abilities of the members of the team in providing therapeutic care.

Part B

Referring to your own learning and experience, explain different roles that exist within therapy teams and how these roles can support an individual with a specific condition.

(12 marks)

Band	Marks	Descriptor
4	10–12	<p>The student's description of the structure of a therapy team covers roles and responsibilities, different specialties, and skills and abilities of each and is highly detailed.</p> <p>The student can confidently demonstrate a comprehensive understanding of how a clinical setting works and provides a comprehensive range of examples that are relevant in practice and context.</p> <p>The student has suggested a very high level of skills and behaviours consistent with recommendations that are relevant to practice.</p> <p>The student shows an excellent level of understanding of the relationships between types of therapists and patient needs when justifying their choices, in order to identify targeted care.</p>
3	7–9	<p>The student's description of the structure of a therapy team covers roles and responsibilities, different specialties, and skills and abilities of each and shows a good level of detail.</p> <p>The student can demonstrate a good understanding of how a clinical setting works and provides a good range of examples that are mostly relevant in practice and context.</p> <p>The student has suggested a good level of skills and behaviours consistent with recommendations that are relevant to practice.</p> <p>The student shows a good level of understanding of the relationships between types of therapists and patient needs when justifying their choices, in order to identify targeted care.</p>

Band	Marks	Descriptor
2	4–6	<p>The student's description of the structure of a therapy team covers roles and responsibilities, different specialties, and skills and abilities of each and shows a satisfactory level of detail.</p> <p>The student can demonstrate a satisfactory understanding of how a clinical setting works. The student can provide some examples that are somewhat relevant in practice and context.</p> <p>The student has suggested a satisfactory level of skills and behaviours consistent with some recommendations that are relevant to practice.</p> <p>The student shows a satisfactory level of understanding of the relationships between types of therapists and patient needs when justifying their choices, in order to identify targeted care.</p>
1	1–3	<p>The student's description of the structure of a therapy team is lacking in detail and includes little information on roles and responsibilities, different specialties, and skills and abilities of each.</p> <p>The student lacks understanding of how a clinical setting works and was unable to provide examples that are relevant in practice and context.</p> <p>The student has suggested a limited level of skills and behaviours consistent with recommendations that are limited or absent.</p> <p>The student shows a lack of understanding of the relationships between types of therapists and patient needs when justifying their choices, in order to identify targeted care.</p>
	0	No creditworthy material.

Indicative content

Skills and abilities of different types of therapists. For example, but not limited to:

- physiotherapist – restore movement and function to body areas affected by injury or disease
- occupational therapist – use therapeutic techniques to restore daily physical functions for living and working
- speech and language therapist – provide support to improve eating, drinking, swallowing and communication

Common skills for all therapists:

- communication and the ability to engage effectively with people with complex needs
- patience
- professional integrity
- initiative to deal with unfamiliar situations

Links between individual needs and targeted healthcare support:

- range of professionals in multidisciplinary teams
- distinction between medical team, nursing team and therapy team

Justification for specific professionals in teams delivering targeted care:

- links between various professionals and interventions
- evidence-based care

- care planning and pathways that direct the use of allied health professionals (AHPs)

Nature of the therapy support process:

- range of professional roles in therapy/AHPs
- links between structure of teams and person-centred care

Links between specific conditions and therapeutic need. For example, but not limited to:

- injuries from an accident – physiotherapist, occupational therapist
- muscular degeneration following an illness – occupational therapist, speech, and language therapist
- weight loss associated with dementia – dietician

Accept other appropriate responses.

Past Paper

Question 2

Part A

Referring to your own learning and experience, explain the process for conducting a therapeutic task in the context of a specific environment.

Part B

Referring to your own learning and experience, reflect on the challenges of the task you explained in **part A** and the challenges created by the environment, including safeguarding.

(20 marks)

Band	Marks	Descriptor
4	16–20	<p>The student provides a comprehensive explanation of a therapeutic task in the context of a specific environment. They were able to discuss a wide range of processes, including the setting, equipment and therapeutic specialty.</p> <p>Examples of good practice and compliance with workplace policy are highly detailed, demonstrating excellent congruence in application of knowledge and understanding to the specific context.</p> <p>Critical reflection is comprehensive, allowing for highly effective analysis of their individual performance in relation to a situation where they experienced challenges created by the environment, including safeguarding.</p>
3	11–15	<p>The student provides an explanation of a therapeutic task in the context of a specific environment which shows good detail. They were able to discuss a good range of processes, including the setting, equipment and therapeutic specialty.</p> <p>Examples of good practice and compliance with workplace policy have good detail. There is good application of knowledge and understanding to the specific context.</p> <p>Critical reflection is reasonable, allowing for an effective analysis of their individual performance in relation to a situation where they experienced challenges created by the environment, including safeguarding.</p>
2	6–10	<p>The student provides a satisfactory explanation of a therapeutic task in the context of a specific environment. They were able to discuss a satisfactory range of processes, including the setting, equipment and therapeutic specialty.</p> <p>Examples of good practice and compliance with workplace policy is satisfactory in detail. There is some application of knowledge and understanding to the specific context.</p> <p>Some critical reflection is attempted, allowing for some analysis of their individual performance in relation to a situation where they experienced challenges, including safeguarding.</p>

Band	Marks	Descriptor
1	1–5	<p>The student's explanation of a therapeutic task in the context of a specific environment lacks detail. They were able to give only a limited range of information relating to the setting, equipment and therapeutic specialty.</p> <p>Examples of good practice and compliance with workplace policy are lacking in detail. There is a lack of knowledge and understanding to the specific context.</p> <p>Critical reflection of their individual performance in relation to a situation where they experienced challenges, including safeguarding, lacks awareness.</p>
	0	No creditworthy material.

Indicative content

Relationships between the patient, care delivery and environment in the context of the student's experiences:

- explains how these relationships impact care delivery and the patient
- explains how these relationships are reflected in the therapy process

Nature and challenges of interventions in named environments for specific types of therapists, for example:

- swallowing assessment in a care home (speech and language therapist)
- stamina-building exercises in a sports therapy clinic (physiotherapist)

Understanding of the depth and breadth of therapy support:

- may include emerging disciplines such as music therapy, art therapy

The nature and principles of providing advice in therapeutic contexts.

Application of the principles of safeguarding in a therapy context:

- recognition of signs of abuse and neglect (for example, unexplained bruising noticed during a hydrotherapy session)
- recognition of the need for confidentiality demonstrates how to maintain privacy and dignity

Understanding of how safeguarding needs are manifested, such as observations of a problematic relationship or disclosure of abuse.

Reflection on some of the challenges the student may face, including:

- equipment and resource requirements
- space considerations
- assessment availability
- time limitations
- safeguarding concerns

Accept other appropriate responses.

Theme 2: working with patients

Question 3

Part A

Referring to your own learning and experience, discuss how different communication strategies can help to improve a patient's care and treatment.

Part B

Referring to your own learning and experience, evaluate a communication strategy that you have used and discuss how successful the strategy was in supporting the patient's care and treatment.

(12 marks)

Band	Marks	Descriptor
4	10–12	<p>The student's explanation of different communication strategies is highly detailed, showing an excellent level of understanding in relation to improving a patient's care and treatment.</p> <p>The student can provide a comprehensive understanding, offering a wide range of examples to explain communication strategies in relation to the situation and the background of the individual.</p> <p>The student is able to evaluate performance to an excellent degree by reflecting upon a communication strategy and is able to demonstrate high awareness of how communication influences care outcomes.</p>
3	7–9	<p>The student's explanation of different communication strategies is detailed, showing a good level of understanding in relation to improving a patient's care and treatment.</p> <p>The student can provide a clear understanding, offering a range of suitable examples to explain communication strategies in relation to the situation and the background of the individual.</p> <p>The student is able to evaluate performance to a good degree by reflecting upon a communication strategy and is able to demonstrate good awareness of how communication influences care outcomes.</p>
2	4–6	<p>The student's explanation of different communication strategies is moderately detailed, showing a satisfactory level of understanding in relation to improving a patient's care and treatment.</p> <p>The student can provide some understanding, offering a satisfactory range of suitable examples to explain communication strategies in relation to the situation and the background of the individual.</p> <p>The student is able to evaluate performance to a satisfactory degree by reflecting upon a communication strategy and is able to demonstrate some awareness of how communication influences care outcomes.</p>

Band	Marks	Descriptor
1	1–3	<p>The student's explanation of different communication strategies is lacking detail showing a limited level of understanding in relation to improving a patient's care and treatment.</p> <p>The student's understanding is lacking and provides little suitable examples to explain communication strategies in relation to the situation and the background of the individual.</p> <p>The student's ability to evaluate performance lacks reflection upon a communication strategy and they lack awareness of how communication influences care outcomes.</p>
	0	No creditworthy material.

Indicative content

Importance of communication in ensuring care and wellbeing:

- includes specific scenarios and contextualisation for the environment and people involved

Communication skills at a professional level in care delivery scenarios:

- clarity about what defines the skills as professional, with context for the people involved in the scenario

Relationships between therapeutic techniques and effective communication:

- importance of effective communication in driving good patient outcomes
- measures of patient outcomes as defined by the patient and by the professional

Role of communication in advice-giving scenarios:

- check patient understands the communication
- adapt techniques to individual needs, such as volume and speed of speech, language considerations

Impact of communication strategies on care and patient outcomes:

- improved standard of care through a shared understanding of goals
- improved mental health and reduced anxiety through a patient approach to reassurance and listening
- improved motivation to engage with recovery/therapeutic exercises through motivational communication

Accept other appropriate responses.

Question 4

Part A

Referring to your own learning and experience, describe how therapy support can assist patients to develop and maintain skills for daily living.

Part B

Referring to your own learning and experience, discuss techniques that can help patients to improve their lifestyle-related health behaviours.

(20 marks)

Band	Marks	Descriptor
4	16–20	<p>The student provides a highly detailed explanation of the extent to which therapy support professionals help patients to develop and maintain skills for daily living.</p> <p>The student offers a highly detailed description of their own experiences, with a specific example, that has had an impact on a person's independence.</p> <p>The student offers a comprehensive comparison of techniques that can help patients to improve their lifestyle-related behaviours.</p> <p>The student provides a comprehensive account of how their actions had a positive impact on a person's independence.</p>
3	11–15	<p>The student provides a mostly detailed explanation of the extent to which therapy support professionals help patients to develop and maintain skills for daily living.</p> <p>The student offers a mostly detailed description of their own experiences, with a specific example, that has had an impact on a person's independence.</p> <p>The student offers a good comparison of techniques that can help patients to improve their lifestyle-related behaviours.</p> <p>The student provides a good account of how their actions had a positive impact on a person's independence.</p>
2	6–10	<p>The student provides a satisfactory explanation of the extent to which therapy support professionals help patients to develop and maintain skills for daily living.</p> <p>The student offers a satisfactory description of their own experiences, with an example, that has had an impact on a person's independence.</p> <p>The student offers a satisfactory comparison of techniques that can help patients to improve their lifestyle-related behaviours.</p> <p>The student provides a satisfactory account of how their actions had a positive impact on a person's independence.</p>

Band	Marks	Descriptor
1	1–5	<p>The student provides a basic explanation of the extent to which therapy support professionals help patients to develop and maintain skills for daily living.</p> <p>The student offers a limited description of their own experiences, that has had an impact on a person's independence. The student does not provide an example or provides a limited example.</p> <p>The student offers a basic comparison of techniques that can help patients to improve their lifestyle-related behaviours.</p> <p>The student provides a limited account of how their actions had a positive impact on a person's independence.</p>
	0	No creditworthy material.

Indicative content

Role of overall care delivery in skills for daily living:

- provides a safe, secure and supportive environment
- empowers the individual to build confidence and try new things
- promotes independence in a framework of support with a safety net

Delivery techniques for interventions:

- mindfulness and mental wellness education
- social prescribing
- multidisciplinary working, such as meetings between primary care, therapy and specialists
- care planning for people living in supported housing

Importance of AHPs in supporting activities of daily living:

- distinction between the physical and mental/emotional importance
- improve physical ability and movement
- reduce pain
- increase stamina and fitness
- improve general wellness and wellbeing
- contribute to recovery plans for those with injury-related needs or those recovering from illness

Breadth of support processes for activities of daily living:

- physiotherapist support for functional mobility
- occupational therapy support for dressing and bathing
- speech and language therapy support for eating and drinking

Understanding of lifestyle-related health behaviours:

- reduced mobility caused by obesity
- reduced physical stamina caused by smoking

- injuries sustained in high-risk sporting activities

Reflection of personal wellbeing indicators:

- explains how patient defines their wellbeing
- explains wellbeing outcomes the patient aims to achieve
- links wellbeing indicators with the patient's environment and personal contexts

Measuring good outcomes:

- outcomes that reduce morbidity
- outcomes that improve overall health
- outcomes that reduce the impact of a specific health condition

Accept other appropriate responses.

Past Paper

Theme 3: reflecting on overall learning

Question 5

Part A

Referring to your own learning and experience, reflect on a situation where you have been involved in or observed the support of an individual in the context of delivering therapeutic care.

Part B

Referring to your own learning and experience, evaluate your learning from the situation in **part A** and identify any further development needs.

(12 marks)

Band	Marks	Descriptor
4	10–12	<p>The student provides a comprehensive account of a situation in which they observed the support of an individual in the context of delivering therapeutic care. They were able to discuss a wide range of examples of therapeutic care actions specific to the practitioner.</p> <p>Discussion of their most significant learning from the situation described is highly detailed and comprehensive.</p> <p>Examples of their own strengths and weaknesses are highly detailed, demonstrating excellent self-awareness.</p>
3	7–9	<p>The student provides a mostly detailed account of a situation in which they observed the support of an individual in the context of delivering therapeutic care. They were able to discuss a good range of examples of therapeutic care actions specific to the practitioner.</p> <p>Discussion of their most significant learning from the situation described is mostly detailed.</p> <p>Examples of their own strengths and weaknesses are mostly detailed, demonstrating good self-awareness.</p>
2	4–6	<p>The student provides a satisfactory account of a situation in which they observed the support of an individual in the context of delivering therapeutic care. They were able to discuss some examples of therapeutic care actions specific to the practitioner.</p> <p>Discussion of their most significant learning from the situation described is satisfactory in detail.</p> <p>Examples of their own strengths and weaknesses are satisfactory.</p>

Band	Marks	Descriptor
1	1–3	<p>The student provides an undetailed account of a situation where they observed the support of an individual in the context of delivering therapeutic care. They were able to discuss a limited range of examples of therapeutic care actions specific to the practitioner.</p> <p>Discussion of their most significant learning from the situation described is basic.</p> <p>Examples of their own strengths and weaknesses lack self-awareness.</p>
	0	No creditworthy material.

Indicative content

Reflection on the support experience:

- key concepts of support in a contextualised, named scenario
- credible articulation of a relevant scenario with an explanation of its importance

Reflection and understanding of therapeutic technique support:

- named examples of therapeutic technique support
- meaningful and recognisable reflective process

Reflection on experiential learning from delivering therapeutic support:

- identification of self-strengths and weaknesses in a therapeutic context
- articulation of why some experiences are significant

Accept other appropriate responses.

Question 6

Part A

Referring to your own learning and experience, analyse to what extent you have developed your professional competence in therapeutic care.

Part B

Referring to your own learning and experience, discuss your next steps in your chosen therapy profession.

[20 marks]

Band	Marks	Descriptor
4	16–20	<p>The student's description of professional development covers therapeutic care competencies, includes well-chosen examples and is highly detailed.</p> <p>The student understands the current stage of their career development and comprehensively discusses next steps, which are highly appropriate.</p> <p>The student demonstrates a very high level of awareness of the links between professional development and competency.</p>
3	11–15	<p>The student's description of professional development covers therapeutic care competencies, includes relevant examples and shows good detail.</p> <p>The student understands the current stage of their career development and discusses their next steps, which are mostly appropriate.</p> <p>The student demonstrates a good level of awareness of the links between professional development and competency.</p>
2	6–10	<p>The student's description of professional development covers therapeutic care competencies, includes specific individual examples and shows a satisfactory level of detail.</p> <p>The student has some awareness of the current stage of their career development and discusses some appropriate next steps.</p> <p>The student demonstrates a satisfactory level of awareness of the links between professional development and competency.</p>
1	1–5	<p>The student's description of professional development is limited in detail and shows little understanding of therapeutic care competencies or a specific individual example.</p> <p>The student has limited awareness of the current stage of their career development and discusses some limited next steps.</p> <p>The student demonstrates a limited level of awareness of the links between professional development and competency.</p>
	0	No creditworthy material.

Indicative content

Reflection on development of professional competence:

- understanding of how competence is assessed
- identification of specific competence-based skills

Understanding of developmental pathways available:

- pathways internal to the organisation, such as a clinic
- pathways applicable nationally, such as degree programmes and nursing courses

Reflection on development of basic clinical skills:

- identification of general clinical principles
- articulation of specific clinical skills in their area of experience

Reflection on learning of therapeutic techniques:

- related to specific types of therapy
- how learning has improved their knowledge, skills and practice

Reflection on development of competence in lifestyle-related support and advice-giving:

- relating specifically to lifestyle needs, such as the impact of habits and health-defining behaviours
- advice contextualised on an individual's needs and preferences

Understanding of practical skills and reflection on clinical development:

- how skills and development contributed to an experience in a specific environment
- how these experiences define the student's next step plans

Discussion on next steps in chosen therapy profession:

- access to further education
- gaining greater workplace experience
- conducting research into chosen therapy profession
- identification of career development pathway

Accept other appropriate responses.

Performance outcome grid

Question	C-PO1	C-PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total
Theme 1							
1	4	4		4			12
2	2	2	3	2	3	8	20
Theme 2							
3	3	3		3	3		12
4	4	4	4	4	4		20
Theme 3							
5		4		4	4		12
6	3	4	3	4	4	2	20
Total	16	21	10	21	18	10	96
% weighting	16.666	21.875	10.416	21.875	18.75	10.416	100

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