



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Adult Nursing Team

Assignment 3 – Professional discussion

Assignment brief

v1.0
P001992
05 June – 16 June 2023
603/7066/X

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

Supporting the Adult Nursing Team

Assignment brief

Assignment 3

Professional discussion

Contents

Themes and questions for the professional discussion	3
Student instructions.....	3
Theme 1: supporting effective working and communication	4
Theme 2: working within codes of conduct	5
Theme 3: understanding physiological observations	6
Preparation templates	7
Document information	12

Themes and questions for the professional discussion

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, one 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 1 hour.

Theme 1: supporting effective working and communication

This theme concerns effective working and communication within a team.

Question 1

Part A

Referring to your own learning and experience, describe the importance of working as a part of a team when communicating a safeguarding or welfare concern.

Part B

Referring to your own learning and experience, explain the roles of different team members in a discussion regarding a safeguarding concern.

(12 marks)

Question 2

Part A

Referring to your own learning and experience, explain your understanding of professional boundaries and ethics during a safeguarding scenario.

Part B

Assess your learning in safeguarding and professional boundaries and discuss any areas of personal development.

(20 marks)

Theme 2: working within codes of conduct

This theme concerns working within codes of conduct in healthcare. In practice, this includes your learning and experiences when you supported people with activities of daily living.

Question 3

Part A

Referring to your own learning or experience, discuss a time you worked within a code of conduct to support people with activities of daily living.

Part B

Explain the factors you considered to make sure you worked within the code of conduct.

(12 marks)

Question 4

Part A

Evaluate the principles of codes of conduct in the context of your own healthcare learning or experiences.

Part B

Reflect on your experience and discuss what this means for your future practice.

(20 marks)

Theme 3: understanding physiological observations

This theme concerns understanding physiological observation and challenges. In practice, this includes your learning and experiences when you were supporting with clinical tasks. This could include skin integrity, physiological measurements or the use of screening tools.

Question 5

Part A

Referring to your own learning and experience, discuss a time when you could not support or complete a clinical task because you did not have enough knowledge.

Part B

Explain how you overcame the challenge you described in **part A**.

(12 marks)

Question 6

Part A

Reflect on how you felt in the situation you described in question **5** and how it affected your thoughts about professional healthcare.

Part B

Evaluate the need for professional boundaries in the clinical environment and how personal behaviours influence these professional boundaries.

(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 I/others have to help me understand the situation?)

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

What actions are planned for next time? (what would I do differently in the same situation; how will I develop the skills required; how can I make sure I 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 I/others have to help me understand the situation?)

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

What actions are planned for next time? (what would I do differently in the same situation; how will I develop the skills required; how can I make sure I 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 I/others have to help me understand the situation?)

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

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

Document information

All the material in this document is © NCFE.

'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.

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

Owner: Head of Assessment Design