

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Therapy Teams

Assignment 1 - Case study

Mark scheme

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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

SAMPLE

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 0 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.

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 levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level 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 levels, you should use a best fit approach at this stage and use the available marks within the level 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 performance outcomes (PO), 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.

Scenario

You have been assigned to assist the allied health professional (AHP) therapy team on a stroke rehabilitation ward in an acute hospital.

You will be working with a range of therapists and specialists and the documents in this case study will help you to understand the range of work the team is involved in delivering.

Documents to review:

- gugging swallowing screen (GUSS) - assessment (item A)
- gugging swallowing screen (GUSS) - evaluation (item B)
- National Institute for Health and Care Excellence (NICE) pathways stroke rehabilitation flowchart (item C)
- healthcare support worker blog (item D)
- baseline assessment tool for NICE guideline on stroke rehabilitation (CG162) (extract) (item E)
- stroke handbook (link 1)

Task 1: assessment of the patient/situation

Scenario

Claire Smith has been admitted to the ward after suffering a stroke whilst at home this evening.

You are assisting a staff nurse as they use the gugging swallowing screen (GUSS) (items A and B) to inform decisions about the care Claire will receive. Look at the results of the assessment in the attached document.

Task

Make an assessment of Claire's needs, incorporating principles of patient-centred care. You must include:

- a summary and rationale of Claire's individual needs, with reference to her GUSS score
- an evaluation of Claire's immediate needs for the first night on the ward in line with stages 2 and 3 of the NICE stroke rehabilitation pathway (item C)(20 marks)

Band	Marks	Descriptor
4	16–20	<p>An excellent, well developed and highly coherent response overall that is demonstrably focused on the key demands of the assessment.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates excellent accuracy, detail and balanced analysis of evidence-based care in the context of the case study • includes an accurate and appropriate explanation throughout that evidences excellent understanding of the impact of inpatient care in the therapy context • includes accurate documentation • presents a discussion that reflects a well thought out decision making strategy, which clearly reflects the needs of the issues in the case study • makes recommendations that are reasoned, well considered and contextualised • demonstrates detailed understanding of outcome based care principles and standards
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the assessment.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates an accurate analysis of evidence-based care in the context of the case study • includes an accurate and appropriate explanation that evidences understanding of the impact of inpatient care in the therapy context • includes complete, accurate documentation but there may be one or 2 errors • presents a discussion that reflects an identifiable decision making strategy, which reflects most of the needs of the issues in the case study • makes recommendations that are logical and mostly contextualised • demonstrates understanding of relevant outcome based care principles and standards

Band	Marks	Descriptor
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the assessment. Student provides an answer that:</p> <ul style="list-style-type: none"> demonstrates a satisfactory analysis of evidence based care in the context of the case study includes an explanation that evidences moderate understanding of the impact of inpatient care in the therapy context includes a complete document but there may be a number of errors presents a discussion that reflects a moderate decision making strategy, which adequately reflects the needs of the issues in the case study makes recommendations that are inconsistent and poorly contextualised demonstrates satisfactory understanding of relevant outcome based care principles and standards
1	1–5	<p>A basic response overall with little focus on the key demands of the assessment. Student provides an answer that:</p> <ul style="list-style-type: none"> demonstrates a basic, superficial evaluation analysis of evidence based care in the context of the case study includes a partially accurate and appropriate explanation that evidences insufficient understanding of the impact of inpatient care in the therapy context documentation is either partially complete or inaccurate presents a basic discussion that reflects a vague decision making strategy, lacking in sufficient application to the issues in the case study makes recommendations that are weak and poorly contextualised demonstrates tenuous, vague understanding of relevant outcome based care principles and standards
	0	No creditworthy material.

Indicative content

The student should:

- assess the GUSS score as 17 and the severity code as 'slight dysphagia with a low risk of aspiration'
- interpret the individual needs of the patient in the case study, such as speech and language therapy (SaLT)
- make initial recommendations for the patient in a stroke rehabilitation environment such as muscle strengthening exercises and oral supplements
- identify varied and interconnected support provided by allied health professionals, including dieticians and SALT such as nutrition and hydration support
- identify diet/food modifications to meet individual needs, such as planning with the patient's input to reflect likes and dislikes
- identify resources available within the care team and within the wider facility, such as modified cutlery to assist with eating

- identify immediate needs of someone with the conditions noted in the case study, such as comfort and reassurance
- identify key approaches to support, including discussion with the individual to support person centred care such as following local procedures, protocols and guidelines, including the NICE stroke rehabilitation pathway
- NICE guidance associated with stroke rehabilitation and the issues in the case study: CG162, NG128

SAMPLE

Task 2: goals/patient outcomes/planned outcomes

Scenario

Some stroke individuals may be on wards for significant periods of time. Prior to hospital admission, patients often have busy social lives, hobbies and careers. This means ward managers need to consider the impact of social isolation on patients' health and wellbeing. The ward manager has asked you to identify some appropriate and useful activities that can be used to help improve the social integration and resilience of longer stay patients.

While activity volunteers are available in the hospital, they tend to focus on the elderly care wards.

Sam Wilson's blog entry (item D) explains how he supports inpatients on a ward to engage in activities. Therapists available on the stroke ward include healthcare assistants, physiotherapists, occupational therapists, dieticians and speech and language therapists. There are other holistic therapists available who work on a part-time basis.

Task

Evaluate the possible options available to plan and deliver an activity programme utilising the skills and roles in the therapy team to support the needs of longer stay patients.

(20 marks)

Band	Marks	Descriptor
4	16–20	<p>An excellent, well developed and highly coherent response overall that is demonstrably focused on the key demands of the goal.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates excellent accuracy, detail and balanced analysis of evidence-based care in the context of the case study • includes an accurate and appropriate explanation throughout that evidences excellent understanding of risk management in the context of therapist-led care • presents a discussion that reflects a well thought out decision making strategy, which clearly reflects the needs of the issues in the case study • recommends options that are well considered and contextualised • demonstrates detailed understanding of outcome based care principles and standards
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the goal.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates an accurate analysis of evidence based care in the context of the case study • includes an accurate and appropriate explanation that evidences understanding of risk management in the context of therapist-led care • presents a discussion that reflects an identifiable decision making strategy, which reflects most of the needs of the issues in the case study • recommends options that are logical and mostly contextualised • demonstrates understanding of relevant outcome based care principles and standards

Band	Marks	Descriptor
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the goal.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a satisfactory analysis of evidence based care in the context of the case study • includes an explanation that evidences moderate understanding of risk management in the context of therapist-led care • presents a discussion that reflects a moderate decision-making strategy, which adequately reflects the needs of the issues in the case study • recommends options that are inconsistent and poorly contextualised • demonstrates satisfactory understanding of relevant outcome-based care principles and standards
1	1–5	<p>A limited response overall with little focus on the key demands of the question.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a basic, superficial evaluation analysis of evidence based care in the context of the case study • includes a partially accurate and appropriate explanation that evidences insufficient understanding of risk management in the context of therapist-led care • presents a basic discussion that reflects a vague decision making strategy, lacking insufficient application to the issues in the case study • recommends options that are weak and poorly contextualised • demonstrates tenuous, vague understanding of relevant outcome based care principles and standards
	0	No creditworthy material.

Indicative content

- evaluates the impact of long term inpatient care on individuals' wellbeing such as social isolation and loneliness
- identifies wider holistic roles of allied health professionals and the therapist roles, in the context of activities, for example, holistic therapy such as art and music therapy
- links stimulating non-clinical activities with broader health outcomes, such as mental stimulation can help with mental health and wellbeing
- describes hospital-based care roles such as how therapists interact with holistic and social activities
- describes component parts of a therapist-led activities programme such as risk assessment for each patient
- describes patient-centred care, for example, involving patients in planning, such as by asking about their interests
- describes the therapist team's role in holistic patient care and non-clinical intervention, in relation to the case study blog

- evaluates key approaches to support; should include discussion with the individual to support person-centred care, for example, following local procedures, protocols and guidelines acting in the best interests of the individual
- NICE guidance associated with stroke rehabilitation and the issues in the case study: CG162, NG128

Accept other appropriate responses.

SAMPLE

Task 3: care/treatment/support

Scenario

The ward manager has asked you to support a physiotherapist as they treat Sylvie, a 60 year old patient. Sylvie is coming to the end of her inpatient rehabilitation programme after suffering a stroke and will need a long term plan for health and social care support in the community.

Sylvie is able to walk independently with one stick for short distances but still requires assistance of one person when climbing stairs. She is occasionally incontinent when not able to get to the bathroom quickly and is still having some word finding difficulties along with significant fatigue.

The physiotherapist has been using the NICE baseline assessment tool for stroke rehabilitation (CG162) (item E) as they work towards Sylvie's discharge.

Task

Read NICE CG162 recommendation 1.11 (item E) in your case study pack.

The physiotherapist asks if you would like to observe the discharge care meeting with Sylvie. In preparation for this, you are required to:

- identify what needs to be established for a discharge care plan
- provisionally assess Sylvie's needs, based on the information you have
- explain how individual practitioners from the therapy team could help meet Sylvie's individual needs

(20 marks)

Band	Marks	Descriptor
4	16–20	<p>An excellent, well developed and highly coherent response overall that is demonstrably focused on the key demands of the support plan.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates excellent accuracy, detail and balanced analysis of evidence based care in the context of the case study • includes an accurate and appropriate explanation throughout that evidences excellent understanding of risk management in the context of therapist-led care • includes fully, complete and accurate documentation • presents a discussion that reflects a well thought out decision making strategy, which clearly reflects the issues in the case study • makes recommendations that are reasoned, well considered and contextualised • demonstrates detailed understanding of outcome based care principles and standards

Band	Marks	Descriptor
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the support plan. Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates an accurate analysis of evidence based care in the context of the case study • includes an accurate and appropriate explanation that evidences an understanding of risk management in the context of therapist-led care • includes complete and accurate documentation but there may be one or 2 errors • presents a discussion that reflects an identifiable decision making strategy, which reflects the needs of the issues in the case study • makes recommendations that are logical and mostly contextualised • demonstrates understanding of relevant outcome based care principles and standards
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the support plan. Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a satisfactory analysis of evidence based care in the context of the case study • includes an explanation that evidences moderate understanding of risk management in the context of therapist-led care • includes a complete document but there may be errors • presents a discussion that reflects a moderate decision making strategy, which adequately reflects the needs of the issues in the case study • makes recommendations that are inconsistent and poorly contextualised • demonstrates satisfactory understanding of relevant outcome based care principles and standards
1	1–5	<p>A basic response overall with little focus on the key demands of the support plan. Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a basic, superficial analysis of evidence based care in the context of the case study • includes a partially accurate and appropriate explanation that evidences insufficient understanding of risk management in the context of therapist-led care • documentation is either partially complete or inaccurate • presents a basic discussion that reflects a vague decision making strategy, lacking sufficient application to the issues in the case study • makes recommendations that are weak and poorly contextualised • demonstrates tenuous, vague understanding of relevant outcome based care principles and standards
	0	No creditworthy material.

Indicative content

- assesses collaborative care planning with the patient, for example, considering the need for the patient to be provided with appropriate equipment and/or adaptations to their property to improve independence, prevent falls and facilitate a safe discharge
- interprets clinical guidance from NICE 1.11 and contextualises it in the case study, including details such as steps to encourage and empower the patient to focus on their personal goals and social lives
- interprets principles of individualised and long term care including access to emotional, psychological and physical support
- interprets national guidance and recommendations, such as NICE pathways, clinical guidance (CG) and guidelines (NG)
- identifies person-centred care relevant to the individual, such as signposting to organisations that provide specialist post-stroke help for work, hobbies, and lifestyle factors such as alcohol use and sexual activity
- measuring patient outcomes physiologically, for example, identifying changes in physiological measurements and acting accordingly, such as in the event of deterioration or unplanned change
- key approaches to support should include discussion with the individual to support person-centred care
- NICE guidance associated with stroke rehabilitation and the issues in the case study: CG162, NG128

Accept other appropriate responses.

Task 4: evaluation/monitoring effectiveness/clinical effectiveness

Scenario

Sylvie is keen to return to her full time job as a community arts theatre manager and hopes to resume this shortly after she is discharged home. In this role, Sylvie coordinates the event calendar, theatre budget and team of staff.

The therapy team supports inpatients through their rehabilitation using the appropriate NICE pathway (item C). Look at this document in your case study pack.

Task

Analyse the features of Sylvie's early supported discharge from hospital to her home in the community. As part of your answer:

- provide key recommendations for the therapy team to evaluate the effectiveness of this discharge
- evaluate the features of Sylvie's return to work considerations following her stroke and justify key recommendations for the therapy teams to have considered

(20 marks)

Band	Marks	Descriptor
4	16–20	<p>An excellent, well developed and highly coherent response overall that is demonstrably focused on the key demands of the evaluation.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates, excellent accuracy, detail and balanced analysis of evidence based care in the context of the case study • includes an accurate and appropriate explanation throughout that evidences excellent understanding of risk management in the context of therapist-led care • includes fully, complete and accurate documentation • presents a discussion that reflects a well thought out decision making strategy, which clearly reflects the needs of the issues in the case study • makes recommendations that are reasoned, well considered and contextualised • demonstrates detailed understanding of outcome based care principles and standards

Band	Marks	Descriptor
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the evaluation. Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates an accurate analysis of evidence based care in the context of the case study • includes an accurate and appropriate explanation that evidences understanding of risk management in the context of therapist-led care • includes complete and accurate documentation but there may be one or 2 errors • presents a discussion that reflects an identifiable decision making strategy, which reflects most of the needs of the issues raised in the case study • makes recommendations that are logical and mostly contextualised • demonstrates understanding of relevant outcome based care principles and standards
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the evaluation. Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a satisfactory analysis of evidence based care in the context of the case study • includes an explanation that evidences moderate understanding of risk management in the context of therapist-led care • includes a complete document but there may be errors • presents a discussion that reflects a moderate decision making strategy, which adequately reflects the needs of the issues in the case study • makes recommendations that are inconsistent and poorly contextualised • demonstrates satisfactory understanding of relevant outcome based care principles and standards
1	1–5	<p>A basic response overall with little focus on the key demands of the evaluation. Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a basic, superficial analysis of evidence based care in the context of the case study • includes a partially accurate and appropriate explanation that evidences insufficient understanding of risk management in the context of therapist-led care • documentation is either partially complete or inaccurate • presents a basic discussion that reflects a vague decision-making strategy, lacking sufficient application to the issues in the case study • makes recommendations that are weak and poorly contextualised • demonstrates tenuous, vague understanding of relevant outcome based care principles and standards
	0	No creditworthy material.

Indicative content

- describes the multidisciplinary nature of therapy roles and teams, such as joint transfer and discharge planning between nurses, doctors and allied health professionals
- demonstrates familiarity and understanding of the nature of transitional care, such as key differences between hospital inpatient care and community/long term care, including self-care and outpatient approach
- provides recommendations centred on nature of care planning and individualised care, such as basing care on individual goals in balance with clinical need
- identifies barriers to good outcomes and to achieving individual goals, such as communication barriers, including ability to understand care plans and language barriers
- identifies established therapy and transfer pathways and assessment tools, such as therapy outcome measure (TOMs)
- justifies purposes of establishing and measuring patient outcomes, such as defining goals and measuring success
- evaluates features of a transitional pathway from rehabilitation to return to work, such as identifying risks and hazards in returning to work and establishing strategies to address these
- evaluates features of pathway based care, such as the sequential flow of stages, in this case specific to the NICE stroke pathway
- key approaches to support should include discussion with the individual to support person-centred care, such as following local procedures, protocols and guidelines
- NICE guidance associated with stroke rehabilitation and the issues in the case study: CG162, NG128

Accept other appropriate responses.

Performance outcome grid

Question	C-PO1	C-PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total
1	5	1	4	10	0	0	20
2	5	5	0	10	0	0	20
3	3	2	3	2	7	3	20
4	5	3	0	4	5	3	20
Total	18	11	7	26	12	6	80
% weighting	22.5	13.75	8.75	32.5	15	7.5	100

Document information

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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	22 November 2023
V2.0	Annual review Feb 25 - amended wording on p4. Assessment objectives (AO) to performance outcomes (PO)	April 2025	23 April 2025