

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 (POs) and total marks for each question

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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.

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 levels, with each level having an associated descriptor indicating the performance at that band. 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 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.

Scenario

You are working with a team of allied health professionals (AHP) in a district general hospital. The hospital provides non-emergency care in a range of specialties, including inpatient and outpatient older people's medicine, outpatient mental health, sexual health, and drug and alcohol therapy.

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

Documents to review:

- discharge plan for Sebastian (item A)
- 3 completed EQ-5D-5L questionnaires (item B)
- completed Modified Rivermead Mobility Index for 3 days (item C)
- completed follow up call checklist (item D)

Task 1: assessment of the patient/situation

Scenario

You are based on the inpatient rehabilitation ward, which accommodates people who have been seriously injured and have impaired mobility as a result. Patients are medically stable and require long-term rehabilitative therapy. Care and treatment on the ward are multidisciplinary and carried out by nurses and allied health professionals (AHPs), with consultant input as needed.

Your supervisor asks you to prepare for the arrival of Sebastian, a new patient, who will be discharged from hospital to the rehabilitation ward this afternoon.

Task

Item A is Sebastian's discharge record from the hospital. Write a report that supports the multidisciplinary team to complete the pre-admission assessment. Your report should include:

- Sebastian's immediate needs – physical, psychological/emotional
- professionals required for assessment and support in rehabilitation
- activities that should be undertaken with Sebastian as a new patient to assess his needs and support his rehabilitation

(20 marks)

Level	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>The student provides an answer that:</p> <ul style="list-style-type: none">• includes a pre-admission assessment plan that is highly accurate, demonstrating an excellent understanding of relevant knowledge, skills, and behaviours in relation to individualised therapeutic care• makes recommendations that are well thought out, demonstrating an excellent understanding of relevant practice and context• makes justifications that are reasoned, well considered and contextualised• includes a highly appropriate response that demonstrates excellent awareness of therapeutic care planning

Level	Marks	Descriptor
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the assessment.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> includes a pre-admission assessment plan that is accurate, demonstrating a good understanding of knowledge, skills, and behaviours in relation to individualised therapeutic care, most of which is relevant makes recommendations that are appropriate, demonstrating a good understanding of relevant practice and context makes justifications that are logical and mostly contextualised includes an appropriate response that demonstrates good awareness of therapeutic care planning
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the assessment.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> includes a pre-admission assessment plan that is adequate in detail, demonstrating a satisfactory understanding of knowledge, skills, and behaviours in relation to individualised therapeutic care, some of which may be irrelevant makes recommendations that are adequate, demonstrating a satisfactory understanding of practice and context, some of which may be irrelevant makes justifications that are inconsistent and poorly contextualised includes an adequate response that demonstrates satisfactory awareness of therapeutic care planning
1	1–5	<p>A basic response overall with little focus on the key demands of the assessment.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> includes a pre-admission assessment plan that is lacking in sufficient detail, demonstrating a basic understanding of knowledge, skills, and behaviours in relation to individualised therapeutic care, most of which may be irrelevant makes recommendations that are basic, demonstrating a poor understanding of practice and context, some of which may be irrelevant makes justifications that are weak and poorly contextualised includes a basic response that demonstrates poor awareness of therapeutic care planning
	0	No creditworthy material.

Indicative content

The student should consider in their assessment:

- person-centred care
- holistic focus:
 - physical needs
 - psychological and emotional needs
- reviewing the discharge plan with the patient to check accuracy
- identifying immediate needs:
 - AHP input needed
 - nursing/medical input needed
 - safeguarding
 - multidisciplinary
- establishing goals important to the patient
- establishing a rehabilitation care plan
- carrying out a new patient assessment
- recognition of previous risks

Accept other appropriate responses.

Task 2: goals/patient outcomes/planned outcomes

Scenario

The ward team ask each patient to complete a health and wellbeing questionnaire every day. This helps the team to identify any extra support needs not in the patient's therapy care plan.

Task

Using information from items A and B, write a report that will support the team caring for Sebastian to identify his needs. Your response should include:

- Identification of 3 goals for Sebastian to focus on
- Explanation of 2 actions for each goal that can be taken to work towards that goal and the equipment and/or strategies that may be required
- Identification of professionals within the multidisciplinary team and any other individuals who could support Sebastian to achieve his goals.

(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>The student provides an answer that:</p> <ul style="list-style-type: none"> includes a care plan that is highly accurate, demonstrating an excellent understanding of relevant knowledge, skills, and behaviours in relation to individualised therapeutic care includes an interpretation of the questionnaire that is relevant and accurate, demonstrating an excellent understanding of relevant practice and context makes goal and outcome recommendations that are reasoned, well considered and contextualised includes a highly appropriate response that demonstrates excellent awareness of therapeutic care planning
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the goal.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> includes a care plan that is accurate, demonstrating a good understanding of knowledge, skills, and behaviours in relation to individualised therapeutic care, most of which is relevant includes an interpretation of the questionnaire that is mostly relevant and accurate, demonstrating a good understanding of relevant practice and context makes goal and outcome recommendations that are logical and mostly contextualised includes an appropriate response that demonstrates a good awareness of therapeutic care planning

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>The student provides an answer that:</p> <ul style="list-style-type: none"> includes a care plan that is adequate in detail, demonstrating a satisfactory understanding of knowledge, skills, and behaviours in relation to individualised therapeutic care, some of which may be irrelevant includes an interpretation of the questionnaire that is partially relevant and accurate, demonstrating an adequate understanding of relevant practice and context makes goal and outcome recommendations that are inconsistent and poorly contextualised includes an adequate response that demonstrates a satisfactory awareness of therapeutic care planning
1	1–5	<p>A limited response overall with little focus on the key demands of the question.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> includes a care plan that is lacking in sufficient detail, demonstrating a basic understanding of knowledge, skills, and behaviours in relation to individualised therapeutic care, most of which may be irrelevant includes an interpretation of the questionnaire that is lacking in sufficient detail, demonstrating a basic understanding of relevant practice and context makes goal and outcome recommendations that are weak and poorly contextualised includes a basic response that demonstrates a poor awareness of therapeutic care planning
	0	No creditworthy material.

Indicative content

The student's plan:

- identifies goals, such as becoming independent with everyday tasks such as bathing and using stairs
- recommends actions to support the achievement of goals, such as exercise or stability exercises
- identifies the professionals who can support Sebastian and what specific support they can provide, such as an occupational therapist and family members
- identifies equipment that could support, such as a bathing stool or mobility equipment
- identifies others who can help provide support, such as friends and family

Accept other appropriate responses.

Task 3: care/treatment/support

Scenario

Sebastian's condition has improved slightly but not as quickly as the team had hoped. He seems to be uncomfortable moving around the ward and sometimes grimaces from movements, such as standing up from a chair.

Task

Using item C, write a series of recommendations to the physiotherapist where support and treatment is required for Sebastian in relation to his rehabilitation.

(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 treatment plan.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> includes a treatment plan that is highly accurate, demonstrating an excellent understanding of relevant knowledge, skills, and behaviours in relation to individualised therapeutic care includes an interpretation of the Modified Rivermead Mobility Index that is relevant and accurate, demonstrating an excellent understanding of relevant practice and context makes exercise and equipment recommendations that are reasoned, well considered and contextualised includes a highly appropriate response that demonstrates excellent awareness of therapeutic care planning
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the treatment plan.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> includes a treatment plan that is accurate, demonstrating a good understanding of knowledge, skills, and behaviours in relation to individualised therapeutic care, most of which is relevant includes an interpretation of the Modified Rivermead Mobility Index that is mostly relevant and accurate, demonstrating a good understanding of relevant practice and context makes exercise and equipment recommendations that are logical and mostly contextualised includes an appropriate response that demonstrates a good awareness of therapeutic care planning

Band	Marks	Descriptor
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the treatment plan.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> includes a treatment plan that is adequate in detail, demonstrating a satisfactory understanding of knowledge, skills, and behaviours in relation to individualised therapeutic care, some of which may be irrelevant includes an interpretation of the Modified Rivermead Mobility Index that is partially relevant and accurate, demonstrating an adequate understanding of relevant practice and context makes exercise and equipment recommendations that are inconsistent and poorly contextualised includes an adequate response that demonstrates a satisfactory awareness of therapeutic care planning
1	1–5	<p>A basic response overall with little focus on the key demands of the treatment plan.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> includes a treatment plan that is lacking in sufficient detail, demonstrating a basic understanding of knowledge, skills, and behaviours in relation to individualised therapeutic care, most of which may be irrelevant includes an interpretation of the Modified Rivermead Mobility Index that is lacking in sufficient detail, demonstrating a basic understanding of relevant practice and context makes exercise and equipment recommendations that are weak and poorly contextualised includes a basic response that demonstrates a poor awareness of therapeutic care planning
	0	No creditworthy material.

Indicative content

The student should consider:

- a range of suggested exercises
- an understanding of physiotherapy rehabilitation
- the role of exercise and therapeutic equipment in rehabilitation
- an accurate interpretation of pro-formas in therapy service
- recognition of pain management during recovery

Accept other appropriate responses.

Task 4: evaluation/monitoring effectiveness/clinical effectiveness

Scenario

Sebastian has completed a follow up call checklist following his 6-week check-in after being released from the ward and it has been approximately 10 weeks since his initial surgery. You have been asked to review the completed checklist to help determine whether he is ready to be discharged from your team's service.

Task

Item D is Sebastian's completed follow up call checklist. Read Item D and prepare an analysis of Sebastian's recovery and provide recommendations of what the next steps should be.

Your recommendations should include Sebastian's next steps and those of the multidisciplinary team.

(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>The student provides an answer that:</p> <ul style="list-style-type: none"> includes an analysis of the patient's condition that is highly accurate, demonstrating an excellent understanding of relevant patient perspectives makes recommendations that are well thought out, demonstrating an excellent understanding of relevant practice and context includes a highly appropriate response that demonstrates excellent awareness of the relationships between therapeutic care and patient experience
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the evaluation.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> includes an analysis of the patient's condition that is accurate, demonstrating a good understanding of mostly relevant patient perspectives makes recommendations that are appropriate, demonstrating a good understanding of relevant practice and context includes an appropriate response that demonstrates good awareness of the relationships between therapeutic care and patient experience

Band	Marks	Descriptor
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the evaluation.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> includes an analysis of the patient's condition that is adequate in detail, demonstrating a satisfactory understanding of patient perspectives, some of which may be irrelevant makes recommendations that are adequate, demonstrating a satisfactory understanding of practice and context, some of which may be irrelevant includes an adequate response that demonstrates satisfactory awareness of the relationships between therapeutic care and patient experience
1	1–5	<p>A basic response overall with little focus on the key demands of the evaluation.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> includes an analysis of the patient's condition that is lacking in sufficient detail, demonstrating a basic understanding of patient perspectives, most of which is irrelevant makes recommendations that are basic, demonstrating a poor understanding of practice and context, most of which is irrelevant includes a basic response that demonstrates poor awareness of the relationships between therapeutic care and patient experience
	0	No creditworthy material.

Indicative content

The student should consider:

- service structure
- evaluation of the care given to Sebastian
- evaluation of Sebastian's goal attainment score and actions that can be taken to improve this
- recommendations on the next steps for Sebastian
- multidisciplinary care analysis
- the effect of pain and use of medications pre- and post-therapy to assist rehabilitation process
- recommending whether Sebastian should be discharged from treatment or whether treatment needs to continue
- further treatment and support that Sebastian may require
- any improvements that could be made to the service based on feedback

Accept other appropriate responses.

Performance outcome (PO) grid

Question	C-PO1	C-PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total
1	3	3	2	6	6	0	20
2	2	2	2	5	5	4	20
3	3	3	0	5	5	4	20
4	4	4	0	6	6	0	20
Total	12	12	4	22	22	8	80
% weighting	15	15	5	27.5	27.5	10	100

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