



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Therapy Teams

Assignment 2 - Practical assessment - Distinction

Guide standard exemplification materials

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Guide standard exemplification materials

Supporting the Therapy Teams

Assignment 2

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Introduction

The material within this document relates to the Supporting the Therapy Teams occupational specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a pass or distinction grade.

The examiner commentary is provided to detail the judgements examiners will undertake when examining the student work. This is not intended to replace the information within the qualification specification and providers must refer to this for the content.

In assignment 2, the student must demonstrate practical skills that are vitally important for any future role in the healthcare sector and must work in ways typical to the workplace.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

Practical activity scenario 1

This practical activity scenario requires you to:

OPA3: Assess and prepare the therapeutic environment and/or equipment, kit and devices, for undertaking specific therapy support interventions and/or setting up specialist equipment.

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 20 minutes.

Brief

An individual who is recovering from lower spinal surgery and has mobility issues from the waist down is due for a routine appointment to check on their recovery and progress in the physiotherapy suite.

Task

A physiotherapist has asked you to assess the suitability of the physiotherapy suite for the appointment and prepare the following equipment in line with the individual's care plan (item A) and prior attained risk assessment (item B):

- walking sticks
- a walking frame
- walking support rails

Student evidence

I observe the student read the individual's care plan and note any specific instructions for the use of equipment, such as specific adjustments.

I then observe the student read the risk assessment; this is prior to handling any equipment.

I observe the student check the structure of each item of equipment (look for signs of damage or breakage). The student explains what they are looking for - cracks, dents, breakages and other clear structural damage. The student explains that missing this could present a safety risk to the individual.

The student then carries out tests of each item (to make sure it is structurally sound and in working order). The student explains this is to make sure the individual is safe using each item and that they are working as expected, such as adjustment mechanisms on the walking support rails and walking frame and height adjustment on the walking stick.

I observe the student also check the safety features of each item are in place. I see them check for rubber feet and handgrips. The student explains if rubber feet are missing or improperly fitted, the patient could slip or fall using the equipment and sustain an injury. If the rails are not properly fitted, they could fail during use, causing injury.

The student uses the cleaning products to wipe down each item for infection control purposes. They ensure all surface areas are fully disinfected. Then ensure each item is fully dried before use.

Practical activity scenario 2

This practical activity scenario requires you to:

OPA2: Demonstrate how to use specific equipment to meet an individual's needs.

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station.

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 20 minutes.

Brief

You are supporting an 18 year-old individual in their own home.

The individual has scoliosis and osteoporosis, which means that they have postural problems and fragile bones.

Their condition affects their mobility, and they require a high level of support with personal care needs, including washing and dressing.

Task

You have been asked by a senior care worker to show the individual how to use a bath chair **and** then support them whilst they have a practice of using it.

You have been given the individual's care plan (item C) and the manufacturer's guide/instructions (item D).

Student evidence

I observe the student read the individual's care plan including the manufacturer's guide/instructions before starting. Before starting the student asks the individual if they have any questions or concerns.

I observe the student support the individual to use the bath chair in a logical, methodological manner that centres on the individual's care by ensuring every step is satisfactory to them.

Before moving the individual in and out of the walk-in shower and prior to starting any personal care the student obtains verbal consent.

Throughout the process the student continues to speak with the individual and checks they understand what they are doing and answers any questions.

The student checks the bath chair and hoist are both working correctly and sanitised ready for use. I observe them checking moving parts and secure the environment for trip hazards.

I observe the student set up the environment (to ensure the patient can transfer safely with minimal risk and movement) the student places the sponge within reach and the towel in an appropriate place for use after the bath. The student then attaches the hoist to the individual safely (using the manufacturer guidelines) whilst they are sitting in their wheelchair, they then hoist them from the wheelchair into the bath chair by opening the walk-in shower door first and making sure the chair is secure. During this process the student watches the individual for signs of distress or displeasure and checks they remain secure in the hoist and in the bath chair.

The student asks the individual if they are comfortable or in pain and makes sure their bath experience is pleasurable.

I observe the student reverse the procedure after they have assisted the individual to wash and dry by using the

hoist to assist them from the bath chair, through the open shower door, into their wheelchair. The student asks the individual if they enjoyed the bath and checks to see if there is anything they could have done differently, or they would have preferred.

After helping the individual through this process, the student asks them to repeat it from start to finish telling the individual it will be with minimal assistance. The student observes and provides advice where needed, verbal or physical intervention.

The student checks the care plan guidance with the individual to make sure they understand it and make amendments based on observations of their independent mobility in this session.

Practical activity scenario 3

This practical activity scenario requires you to:

CPA8: Use tools to measure and record the progress individuals make, analysing and evaluating against defined outcomes where applicable.

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station.

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 30 minutes.

Brief

The individual you have been asked to meet is registered as disabled due to an injury they sustained at a younger age, which resulted in their ankle joint being shattered.

They have had reconstructive surgery, but this was unsuccessful and they have been left in permanent discomfort and as a result they and struggle with mobility.

The individual is now due for a routine review to check their mobility in relation to completing daily tasks.

The review is taking place at the foot and ankle reconstruction unit.

Task

The therapy team has asked you to meet with the individual to assess their ability to perform activities of daily living by completing the Barthel index (BI) (**item E**).

You should ask the individual to demonstrate the following activities as part of your assessment:

- transfer
- mobility
- feeding
- dressing
- grooming

Report your findings to the senior member of the rehabilitation team.

Student evidence

Before they begin the assessment, I observe the student check the equipment for signs of damage and ensure they are secured, sanitised and ready for use, the student then obtains consent from the patient to begin the assessment, they explain what they are going to do, how it will proceed, and what happens at the end. The student explains what that the Barthel Index (BI) is used for and how it assesses their function in the activities of daily living. The student asks the patient if they have any questions before they begin.

The student tells the individual that with the equipment they have today they will be assessing 3 areas of the Barthel Index (BI) mobility, transfer and dressing.

The student supports the patient to sit down in the chair and advises that they should move between the 2 chairs, using the table as support if needed. The student asks the patient to remove a layer of clothing checking to see if they are able to complete this unaided. I observe that the students focus is on the patient's physical ability and their body language and ask if anything seems unusually difficult.

I can see that the student is basing their assessment on the level of ability demonstrated by the individual in line with the BI.

I observe the student ask the individual questions about their abilities, covering each of the remaining 7 areas of the BI assessment. Where the patient seems unsure of a question, the student rephrases it and makes sure they fully understand before recording their response. The student discusses any contradictions with a senior member of the rehabilitation team.

The student then discusses the exercise with the individual to find out if it has been a challenge and had they experienced any unexpected discomfort, the student offers guidance on next steps, they explain to the individual that they will present the results of the exercise to the senior team so that ongoing individualised care can be provided.

I observe the student discuss their findings with the senior member of the rehabilitation team, discussing any differences between what they have observed and what the patient has told them.

Practical activity scenario 4

This practical activity scenario requires you to:

OPA9: Provide advice and support in line with care plans and in consultation with the therapy team, and registered professionals and carers and families where appropriate.

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station.

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 25 minutes.

Brief

An individual has a history of eating large amounts of junk foods and a very high intake of sugar by drinking fizzy drinks from a young age.

They have also never exercised and often get out of breath when doing normal daily activities due to weight issues.

Since having gastric band surgery, they are now trying to change these poor choices in an effort to change their life and aid recovery, however this is proving difficult for the individual and they are struggling to eat better and exercise.

Task

You have been asked to have a conversation with the individual who is attending the healthy lifestyle clinic, to provide them with guidance and advice on healthy eating and exercise.

You have been given the individual's care plan (item F).

You have 10 minutes to prepare for the conversation. The conversation with the individual should last no longer than 10 minutes.

You should record any key points of discussion or suggestions on the a4 paper, to give to the individual at the end of the conversation, as well as any leaflets or visual aids you think will be useful.

Student evidence

The student begins by ensuring the client is comfortable and understands the purpose of today's conversation, the student also makes sure to gain the consent of the individual before continuing. The student includes an explanation of their role, scope of service they can offer, and work done within the centre. The student asks if they have any questions before proceeding.

The student begins by discussing the aftermath of the surgery and asks how they feel generally. They then discuss the individual's diet and ask questions to explore how this has or has not changed since their gastric band procedure. The student uses the individual's answers to direct the conversation and identify if they are satisfied or dissatisfied with their lifestyle relating to diet and exercise.

The student focuses on the individual's health behaviours as positives, such as the absence of tobacco and alcohol in their diet. They then ask about their habits relating to unhealthy foods and sugary drinks and ask why they choose these over healthier options. The student also discusses their exercise/physical activity routines and asks specifically about levels of motivation in this area as well as barriers they experience in taking exercise. The student points out verbally the long-term effects of a poor diet and the impact on their family.

I observe the student use a variety of leaflets and visual aids as prompts, and the use of imagery helps the individual understand how they could make small changes that would result in better health. The student goes on to provide additional information such as guidance to find exercise classes or support groups in their local community.

The student explains how important exercise is and suggests small changes the individual could make to get into a routine or habit of physical activity, such as starting with short daily walks. The student is able to verbally relate this advice to the individual's own health and that of their family, noting they could enjoy such activities with their partner and children. I observe the student watch the individual's reaction to the suggestions using positive language to try and overcome their worries.

I observe the student record the key points of their discussion with the individual.

Examiner commentary

The student demonstrated excellent knowledge of therapy and was able to communicate in a highly effective manner. This was evident in the role plays where the student focused on finding out information about the individual and developed all points with appropriate questions based on the rapport they had built and their on-going understanding of the patient. The student asked relevant, person-centred questions and responded by summing up when necessary in a manner that was appropriate to the individual. This reflected national best practice and professional competence and the student refers to this in their discussions, such as when they explain why they are asking particular questions. The student was interactive in a friendly manner and demonstrated skill in obtaining information to help their approach.

The student demonstrated excellent understanding around the impact of the therapy, which was evident in the role play, assessment and preparation of the therapeutic environment, use of specific equipment and the use of tools to measure and record progress. The student's understanding of good therapy processes included long-term health and well-being improvement, better mental health, reduced clinical contact and reduced mortality. The student could time the role play appropriately and had positive body language, which they adapted based on the responses from the patient. The recording of the verbal answers was accurate and included all detail.

The recording of non-verbal communication was contemporaneous, accurate and detailed.

Overall grade descriptors

The performance outcomes form the basis of the overall grading descriptors for pass and distinction grades.

These grading descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications, the threshold competence requirements of the role and have been validated with employers within the sector to describe achievement appropriate to the role.

Occupational specialism overall grade descriptors:

Occupational specialism grade descriptors*

Grade	Demonstration of attainment
Pass	<p>A pass grade student can:</p> <ul style="list-style-type: none"> • communicate the relationship between person-centred care and health and safety requirements in healthcare delivery by: <ul style="list-style-type: none"> ○ demonstrating working in a person-centred way, taking relevant and sufficient precautions to protect the safety and physical and mental wellbeing of individuals ○ recognising and responding to relevant healthcare principles when implementing duty of care and candour, including the demonstrating sufficient knowledge of safeguarding individuals and maintaining confidentiality ○ following standards, codes of conduct and health and safety requirements/legislation to maintain a sufficiently safe working environment ○ demonstrating use of an adequate range of techniques, equipment and resources safely to promote sufficient levels of cleanliness and decontamination required for satisfactory infection prevention and control • communicate knowledge of national and local structures, definitions of clinical interventions, the scope and limitations of their healthcare role within it, by: <ul style="list-style-type: none"> ○ adequately following current best practice and codes of conduct across relevant boundaries, relevant to assisting with scenario specific, clinical and therapeutic interventions ○ working adequately as part of a team to assist registered health professionals with delegated tasks and interventions, supporting individuals to meet their care and needs to a satisfactory standard, including maintaining individual’s privacy and dignity and communicating effectively, contributing to handovers, seeking help, advice and information, and responding sufficiently to service users’ views to maintain effective provision of services ○ gathering sufficient evidence, contributing to, following and recording information in care plans/records relevant to tasks and interventions, structuring these sufficiently to allow understanding in line with local and national legislation and policies, preserving individuals’ rights ○ maintaining a record of professional development with evidence of using feedback to develop knowledge, skills, values and behaviours consistent with sufficient ability to reflect on practice and thereby improve performance adequately • communicate sufficiently reliable levels of knowledge of the physiological states that are commonly measured by healthcare support workers including why, when and what equipment/techniques are used by: <ul style="list-style-type: none"> ○ working as part of a team to use relevant equipment effectively and safely and following

Grade	Demonstration of attainment
	<p>correct monitoring processes</p> <ul style="list-style-type: none"> ○ calculating scores, reporting and differentiation of normal and abnormal results to the relevant registered professional ○ applying knowledge of policy and good practice techniques when undertaking all physiological measurements, checking when uncertain and consistent with instructions and guidance
Distinction	<p>A distinction grade student can:</p> <ul style="list-style-type: none"> ● communicate adeptly the relationship between person-centred care and health and safety requirements in healthcare delivery by: <ul style="list-style-type: none"> ○ demonstrating flexible and constructive person-centred care, taking appropriate precautions reliably, making sound decisions to protect the safety and physical and mental wellbeing of individuals ○ alertness and responsiveness to relevant healthcare principles when implementing duty of care and candour, including the demonstration of exceptional sensitivity and accurate knowledge of safeguarding individuals and maintaining confidentiality ○ commitment to following all required standards, codes of conduct and health and safety requirements/legislation decisively to maintain a safe, healthy working environment ○ demonstrating proficient use of an extensive range of techniques to promote optimum levels of cleanliness and decontamination required for effective infection prevention and control ● communicate knowledge of national and local structures, definitions of clinical interventions, the scope and limitations of their healthcare role within it, by: <ul style="list-style-type: none"> ○ following current best practice and agreed ways of working highly relevant to assisting with scenario specific, care-related tasks consistently and reliably, whilst fully supporting individuals to meet their care and needs including maintaining the individual's privacy and dignity to a high standard ○ working adequately as part of a team to assist registered health professionals with delegated tasks and interventions, supporting individuals to meet their care and needs to a satisfactory standard, including maintaining individual's privacy and dignity and communicating effectively, contributing to handovers, seeking help, advice and information, and responding sufficiently to service users' views to maintain effective provision of services ○ gathering extensive evidence consistently, interpreting, contributing to, following and recording information in care plans/records highly relevant to tasks and interventions, structured accurately and legibly and in line with local and national policies, while preserving and promoting individuals' rights. ○ maintaining a record of professional development to develop knowledge, skills, values and behaviours consistent with ability to reflect on practice enthusiastically, using the feedback to initiate new learning and personal practice development to improve performance with developing proficiency ● communicate exceptional levels of knowledge of the physiological states that are commonly measured by healthcare support workers including why, when and what equipment/techniques are used by: <ul style="list-style-type: none"> ○ working as part of a team to use relevant equipment accurately and safely and consistently

Grade	Demonstration of attainment
	<p style="padding-left: 40px;">following correct monitoring processes</p> <ul style="list-style-type: none"> ○ calculating scores, reporting and differentiation of normal and abnormal results adeptly, consistently and reliably to the relevant registered professional ○ applying knowledge of policy and good practice techniques proficiently when undertaking all physiological measurements, checking when uncertain, solving problems, and following instructions and guidance with energy and enthusiasm

* “threshold competence” refers to a level of competence that:

- signifies that a student is well placed to develop full occupational competence, with further support and development, once in employment
- is as close to full occupational competence as can be reasonably expected of a student studying the TQ in a classroom-based setting (for example in the classroom, workshops, simulated working and (where appropriate) supervised working environments)
- signifies that a student has achieved the level for a pass in relation to the relevant occupational specialism component

Document information

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Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published final version.		June 2021
v1.1	NCFE rebrand		September 2021