

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Therapy Teams

Assignment 2 - Practical activities part 2

Provider delivery guide with mark scheme

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Assignment 2

Practical activities part 2

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SAMPLE

Document security

To be opened on (day of the week) (date) (month) (year) at 9.00am, 7 working days prior to the assessment period from (day of the week) (date) (month) (year) to (day of the week) (date) (month) (year).

This assessment material must **not** be shared with students. Any breach of this assessment material must be reported to NCFE **immediately** in accordance with the assessment regulations found on the NCFE website.

Time allowed

1 hour 50 minutes

Paper number

P00XXXX

SAMPLE

Introduction

This document must be used to deliver and mark the practical activity assessment for the (insert series) series of Supporting the Therapy Teams.

It is the responsibility of the internal moderator to follow the guidance contained within this document and ensure that a consistent approach is taken to the delivery and marking for all students through a satisfactory internal standardisation process.

SAMPLE

Summary of the practical activities assessment (PAA)

The PAA aspect of the occupational specialism component requires students to demonstrate practical activities taken from the list of practical activities published by NCFE CACHE in September (insert year). The list of practical activities is published in the tutor guidance document which can be found on the NCFE website.

The PAA is externally set by NCFE.

The PAA is internally marked by provider assessors and moderated by NCFE. Providers are required to audio-visually record the performances of all students.

The PAA requires students to complete the **4** practical activity scenarios detailed in this document.

The PAA is assessed against 2 mark schemes:

- a scenario specific skills mark scheme – this mark scheme is applied to award a mark for every practical activity scenario
- an underpinning skills mark scheme – this mark scheme is applied to award a mark across the practical activity scenarios

SAMPLE

Assessor instructions

- this assessment requires students to demonstrate the 4 practical activity scenarios detailed in this document, the practical activity scenarios are taken from the list of practical activities published by NCFE CACHE in September (insert year)
- it is the responsibility of the internal moderator to follow the guidance contained within this document and ensure that the practical activity scenarios are set up correctly at different stations within a suitable assessment environment
- the floor plans included are illustrative to suggest an appropriate layout for each scenario; it is not a requirement to exactly replicate the floor plan and there may be resources and equipment not represented on the floor plan
- students will move between the 4 stations during the assessment, once the first student has completed station 1 and moved to station 2, the next student will be admitted to station 1 and so on
- students must be given up to 5 minutes when they get to each station to prepare for the practical activity scenario, they should use this time to carefully read each practical activity scenario, including any supporting information and familiarise themselves with the station
- students will have a maximum amount of time to complete each practical activity scenario, the time available is written clearly at the beginning of each practical activity scenario, if a student goes over this time, you must tell them to move on to the next station
- assessors should read the instructions and information on the front of the assignment brief to the student and confirm understanding before the practical activity assessment begins, students should be made aware that some stations might take more time than others, meaning they may have a short wait before being allowed to progress to the next station and understand that this waiting time will still be under supervised conditions, as specified in the tutor guide and assessment regulation documents
- where providers are delivering the assessment with assessors remaining at each station, providers must have ensured that there is mechanism by which the students' assessment booklets can be kept securely between stations
- assessors will need to collect the students' completed assignment brief booklets at the end of the assessment

Assessor information

Marks

- the marks available for each practical activity scenario are shown in brackets
- the marks for this assessment are broken down into scenario specific skills and underpinning skills:
 - 16 marks are available for scenario specific skills - students will be awarded a scenario specific skills mark for their performance in each practical activity scenario they demonstrate
 - 12 marks are available for underpinning skills - students will be awarded an underpinning skills mark for their holistic application of these skills in their performance across the practical activity scenarios they demonstrate
- the maximum mark for this assessment is 76

Materials

For this assessment students must have:

- a black or blue ballpoint pen

Equipment and resources

The equipment and resources listed under each practical activity scenario are in line with those detailed in the qualification specification. All equipment and resources should be familiar to the student and should have been used during teaching and learning delivery of the qualification.

Standardised patients and role play

Where the practical activity scenario requires a standardised patient or element of role play, these roles must be fulfilled by a member of the provider staff. It is not appropriate to use students or any other person in these roles for the assessment.

Standardised patients (SP) and role players (RP) must be fully briefed on the requirements of their role in each of the scenarios, prior to the assessments taking place. Role play scripts are provided in the resources where appropriate.

Number of provider staff required

The table below indicates the number of provider staff that are needed to deliver **each** practical activity scenario.

Practical activity scenario	Assessor	SP/RP*	Total
1	1	1	2
2	1	2	3
3	1	2	3
4	1	2	3

*Note: the assessor will act as one of the role players if their role is minimal and **only** where it does not distract from the focus being on applying the mark scheme. Further detail is provided in the specific requirements for each practical activity scenario.

Assessing the practical activity stations

Providers can manage the marking of the practical activity assessment in one of these 2 ways:

- individual students are assessed on all practical activity stations by one assessor
- individual students are assessed by **multiple** assessors located at the different practical activity stations

It is the internal moderator's responsibility to ensure that the assessor's marking, in either approach, is in line with the agreed standard.

SAMPLE

PAA delivery

For further guidance on the general delivery of the PAA, please refer to the tutor guidance document which can be found on the NCFE website.

Please be aware that the details provided in this section, whilst reflecting the assignment brief document given to students, do contain additional information. The additional information is provided to help providers establish a consistent approach to the delivery and marking of the PAA.

Most of the items contained within this document will be repeated in the students' assignment brief. There will, however, be instances where providers need to make copies of items from this document. Clear instructions will be given where this is the case.

SAMPLE

Practical activity scenario 1

This practical activity scenario requires students 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

OPA10: Assist with delegated therapeutic tasks, or interventions using therapy techniques to enable individuals to meet optimum potential

Purpose

This scenario assesses student ability to assess individual need and provide guidance based on their existing knowledge.

Brief

You are supporting a physiotherapist in a private healthcare and sports rehabilitation centre. The team provide rehabilitation services, including clinical care, advice, and support, to patients who have experienced a sports injury or undergone surgery. The team sees a wide range of patients referred by their insurance company or those who self-refer.

Your next patient is Caleb, a 23-year-old male who has undergone right knee surgery after he injured it while playing paintball. Caleb is now 4 weeks into his recovery and his surgeon has prescribed a rehabilitation pathway so that he can return to his usual strength.

Task

Review Caleb's patient notes (item A) and demonstrate techniques and exercises that Caleb should complete during the next 2 weeks of his rehabilitation.

You have 10 minutes to prepare for the conversation with Caleb and 5 minutes to demonstrate the techniques and exercises that Caleb should complete.

(16 marks)

plus marks for underpinning skills – health and safety

Supporting information

Mode of assessment

This practical activity scenario involves role play. Caleb is played by a member of staff.

Role play script for the patient:

Offer the following information if asked:

Thoughts and feelings on his surgery – has found the last few weeks very frustrating. The surgery was successful, but he hasn't been able to be active since this. He has noticed a deterioration in muscle strength in his legs and a priority is to regain this as quickly as possible.

Thoughts and feelings on activity/recovery – confidence is low and does not feel comfortable walking without aid or bending the knee without external force so has not done it consistently. Does not feel any pain while completing any exercises or while partial load bearing.

General level of engagement should be enthusiastic and optimistic.

Resources

Students are given the patient notes form (item A).

Equipment

This practical activity scenario requires the following equipment:

- table
- 2 chairs
- crutches

Other equipment may be used to assist with the demonstration of techniques and exercises, although not required for the task, such as resistance bands.

Time

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

Performance outcomes

This practical activity scenario assesses:

PO1: Carry out a range of therapeutic techniques to support allied health professionals

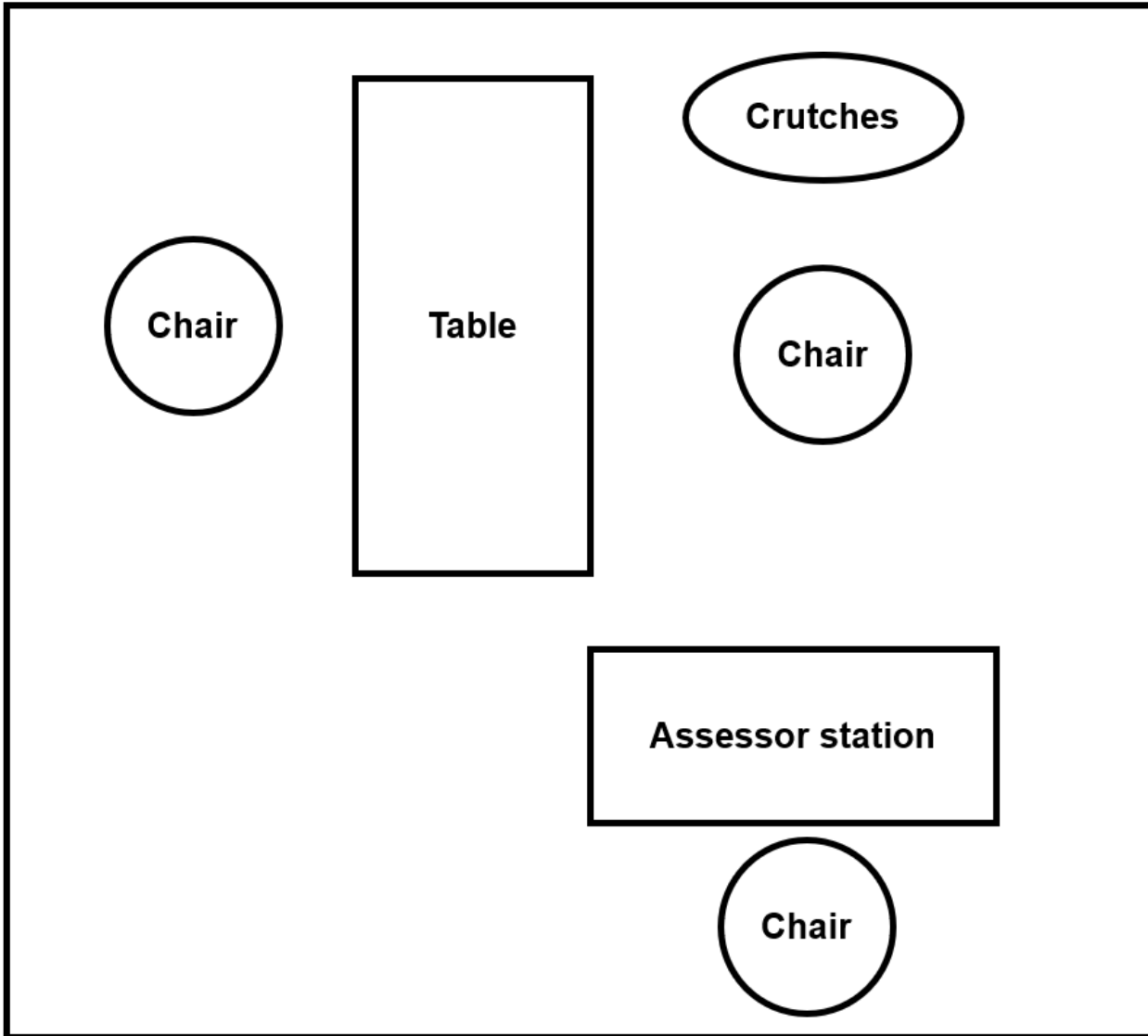
PO2: Assist with the therapy support process and provide advice to help individuals develop and improve their health and/or develop or maintain skills for daily living

Item A: patient notes form

Patient Notes

Patient name Caleb Jones		Appointment date 1 st March 2023	
Date of birth 3/9/1999	Age 23	Height 6'1	Weight 80kg
Is the injury/complaint improving, getting worse or staying the same? Improving			
Pain level at its worst 6		Pain level at its best 3	
<p>Notes:</p> <p>Patient's 4-week appointment post-surgery:</p> <p>Patient had experienced some moderate pain 2 weeks after surgery while bending the knee. Knee is stable with no issues post-surgery with successful repair on medial ligament in the right knee after checks. Patient confidence in knee stability is improving now pain has reduced and is consistently low-moderate.</p> <p>Patient is now partial weight bearing and is suitable to move from post-surgery care to rehabilitation and still requires walking aid for long distances and is not yet confident of walking any distance unaided. Patient has achieved a 75-degree bend in the knee while seated during this appointment and does not yet have full range of motion and can stand with some support. Standing is not yet possible without assistance.</p> <p>There is significant muscle loss of the quadriceps, hamstrings, and glutes of the right leg. Patient has been working on bending the knee with assistance for the last 4 weeks and is making some progress with this but has not been regularly exercising the muscles or bending the knee without assistance consistently.</p> <p>Next steps:</p> <p>Patient to continue with knee bending exercises, focusing on moving the joint without external force. Patient has been referred to rehabilitation to work with a physiotherapist.</p> <p>Referred to physiotherapist for first physiotherapist appointment within 1 week to commence rehabilitation immediately</p>			

Floor plan scenario 1



Practical activity scenario 2

This practical activity scenario requires students to:

OPA6: Support and promote skills for everyday living

OPA8: Use tools to measure and record the progress individuals make, analysing and evaluating against defined outcomes where applicable

Purpose

The scenario assesses student ability to use a standard template as a tool to assess a patient's ability and need.

Brief

You are supporting an occupational therapist to help carry out an assessment on Derek. Derek is 81 years old and has lived in a residential care home for the past 6 years. Derek is mostly independent, relying on the home for his meals and cleaning his room.

A care worker referred Derek to the occupational therapy team two weeks ago after noticing some changes in his physical abilities.

Task

You have been asked to talk to the care worker about the changes they have noticed in Derek recently.

Then talk to Derek about any changes he has noticed in his body and physical abilities recently. Use the Barthel Index template (item B) to assess Derek's needs. Discuss with the care worker how they can best support Derek safely.

(16 marks)

plus marks for underpinning skills – person-centred care, communication and health and safety

Supporting information

Mode of assessment

This practical activity scenario involves role play. Derek and the care worker are played by two members of staff.

Role play script for the care worker

Offer the following information at the start of the discussion:

- Derek is usually fully mobile and almost completely independent
- your concerns started when you noticed Derek had some difficulty in getting in and out of his favourite comfy chair
- Derek also mentioned he almost fell over getting out of bed because he lost his balance

Offer the following information if asked:

- Derek has full mental capacity to make his own decisions
- Derek has not had any accidents; your referral was preventative in nature

Role play script for Derek

Offer the following information if asked:

- has noticed a drop in general strength in his legs and arms
- does not feel dizzy but has lost his balance on a few occasions recently
- usually uses the stairs in the home but has recently started to use the lift instead

The member of staff playing Derek should indicate consistently good mood with no other health problems. In the Barthel Index assessment, note full independence for all measures except:

- transfers – aim for 10–14
- mobility – aim for 10–14
- stairs – aim for 2–6

Resources

Students are given the blank Barthel Index template (item B).

Equipment

This practical activity scenario requires the following equipment:

- table
- 3 chairs

Time

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

Performance outcomes

This practical activity scenario assesses:

PO2: Assist with the therapy support process and provide advice to help individuals develop and improve their health and/or maintain skills for daily living

Item B: blank Barthel Index template

The Barthel Index Patient name: _____

Rater name: _____ Date: _____

Activity _____ **Score** _____

FEEDING

0 = unable

5 = needs help cutting, spreading butter etc or requires modified diet

10 = independent _____

BATHING

0 = dependant

5 = independent (or in shower) _____

GROOMING

0 = needs help with personal care

5 = independent face / hair / teeth / shaving (implements provided) _____

DRESSING

0 = dependant

5 = needs help but can do about half unaided

10 = independent (including buttons, zips, laces etc.) _____

BOWELS

0 = incontinent (or needs to be given enemas)

5 = occasional accident

10 = continent _____

BLADDER

0 = incontinent, or catheterized and unable to manage alone

5 = occasional accident

10 = continent _____

TOILET USE

0 = dependant

5 = needs some help, but can do something alone

10 = independent (on and off, dressing, wiping) _____

TRANSFERS (BED TO CHAIR AND BACK)

0 = unable, no sitting balance

5 = major help (one or two people, physical), can sit

10 = minor help (verbal or physical)

15 = independent _____

MOBILITY (ON LEVEL SURFACES)

0 = immobile or < 50 yards

5 = wheelchair independent, including corners, > 50 yards

10 = walks with help of one person (verbal or physical) > 50 yards

15 = independent (but may use any aid; for example, stick) > 50 yards

STAIRS

0 = unable

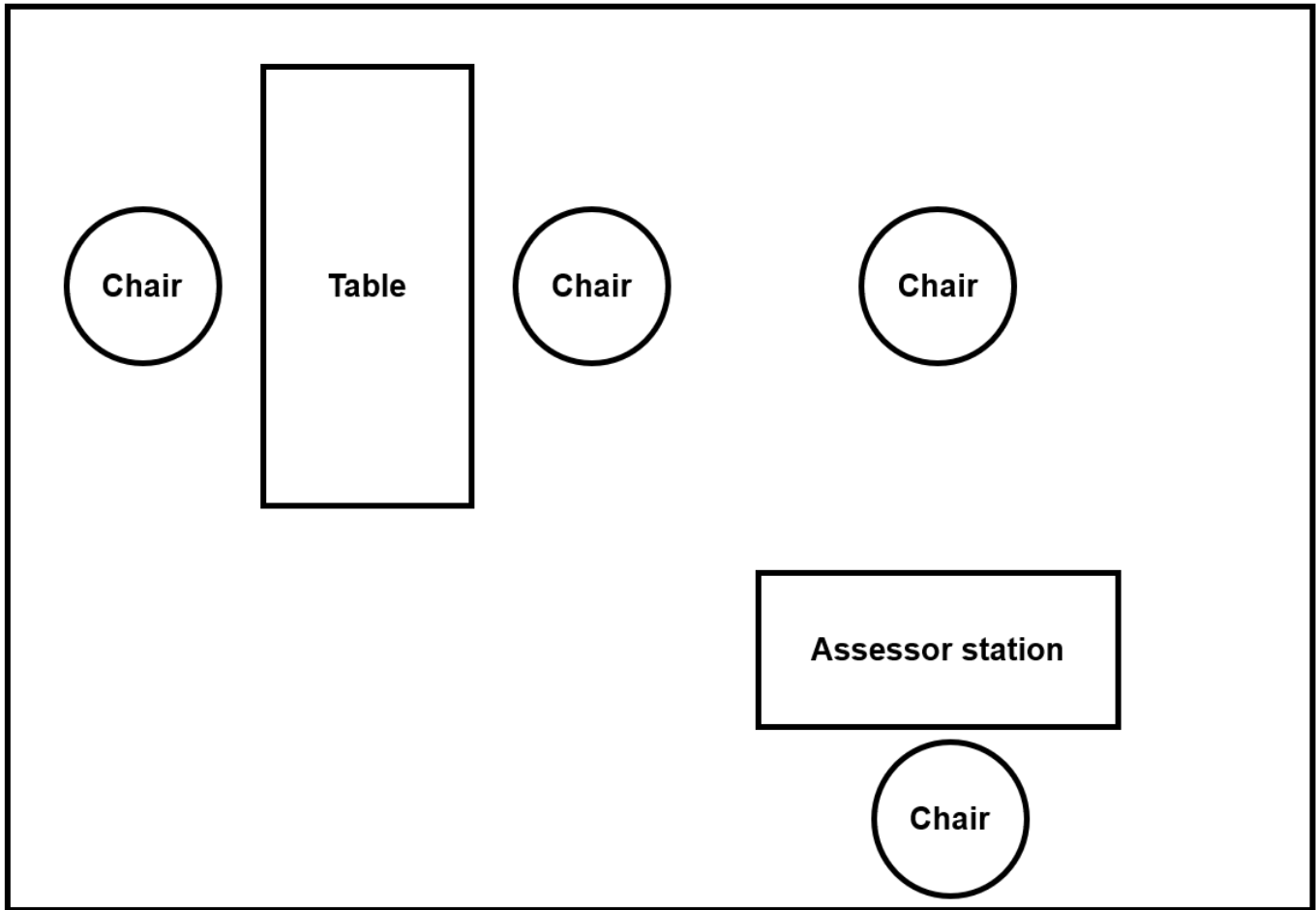
5 = needs help (verbal, physical, carrying aid)

10 = independent

Total: (0 – 100):

SAMPLE

Floor plan scenario 2



Practical activity scenario 3

This practical activity scenario requires students to:

OPA1: Assess risk and fit therapeutic equipment to meet individual needs

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

Purpose

This scenario assesses student ability support a patient to safely use therapeutic equipment.

Brief

You are supporting an occupational therapist in a hospital ward to prepare a patient for discharge. The patient will need to use mobility support equipment at home and the therapy team wish to trial them with crutches and a wheelchair.

Task

You have been asked to carry out safety checks on the crutches and wheelchair. Report these to the occupational therapist as you carry them out.

Assess the patient's ability to safely use the crutches and wheelchair. Document your findings on the risk assessment form (item C).

(16 marks)

plus marks for underpinning skills – person-centred care, communication and health and safety

Supporting information

Mode of assessment

This practical activity scenario involves role play. The occupational therapist and patient are played by 2 members of staff.

Role play script for the patient:

- cooperate with the student during the assessment

Give feedback as the student asks questions about comfort – such as the height of the crutches and fixtures on the wheelchair such as armrests and footplates.

Resources

Students are given the risk assessment forms (item C).

Equipment

This practical activity scenario requires the following equipment:

- crutches
- wheelchair

Both items should be in full working order with no material, aesthetic, or technical defects.

Time

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

Performance outcomes

This practical activity scenario assesses:

PO1: Carry out a range of therapeutic techniques to support allied health professionals

PO3: Prepare and maintain the therapeutic environment, equipment, and resources for use

SAMPLE

Item C: risk assessment forms

Risk matrix – evaluation of risks							Action level
Almost certain	5	5	10	15	20	25	20–25 STOP
Highly likely	4	4	8	12	16	20	
Likely	3	3	6	9	12	15	12–16 URGENT
Unlikely	2	2	4	6	8	10	8–10 ACTION
Extremely improbable	1	1	2	3	4	5	4–6 MONITOR
	X	1	2	3	4	5	1–3 NO ACTION
		Minimal	Minor injury	7 day + injury	Serious or major injury	Severe	
			CONSEQUENCE				

Risk assessment form

Person carrying out risk assessment:		<table border="1"> <thead> <tr> <th>THOSE AT RISK</th> <th>KEY</th> </tr> </thead> <tbody> <tr> <td>Own staff</td> <td>OWN</td> </tr> <tr> <td>Venue staff</td> <td>VEN</td> </tr> <tr> <td>Organisers</td> <td>ORG</td> </tr> <tr> <td>Visitors</td> <td>VIS</td> </tr> <tr> <td>Public</td> <td>PUB</td> </tr> <tr> <td>Contractors</td> <td>CON</td> </tr> <tr> <td>All persons onsite</td> <td>AOS</td> </tr> </tbody> </table>	THOSE AT RISK	KEY	Own staff	OWN	Venue staff	VEN	Organisers	ORG	Visitors	VIS	Public	PUB	Contractors	CON	All persons onsite	AOS
THOSE AT RISK	KEY																	
Own staff	OWN																	
Venue staff	VEN																	
Organisers	ORG																	
Visitors	VIS																	
Public	PUB																	
Contractors	CON																	
All persons onsite	AOS																	
Persons responsible on site:																		
Venue:																		
Work activity:																		
Date of assessment:																		

Please read the guidelines prior to completing your risk assessment.

Section 1

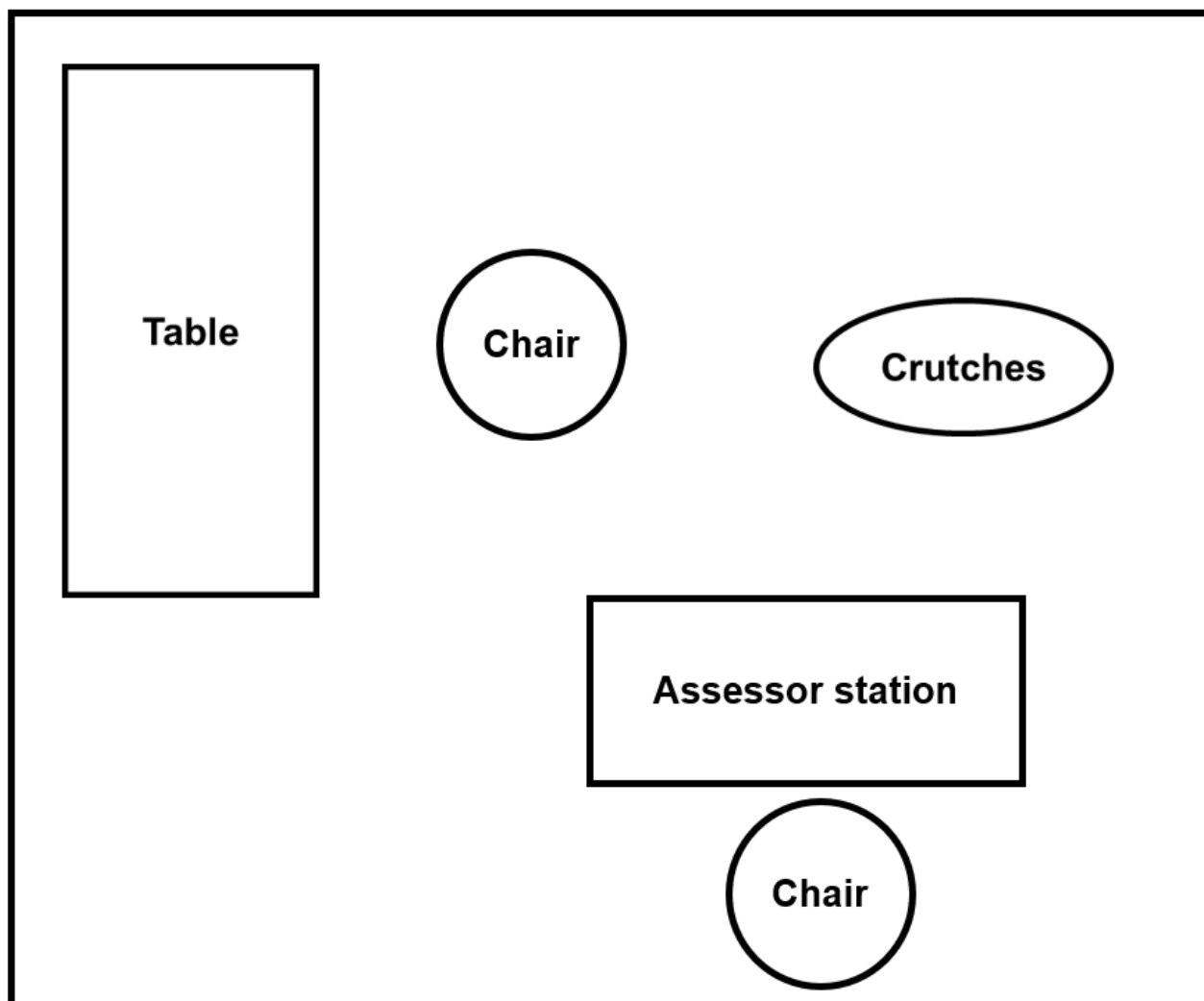
Hazard	Who might be harmed? (see those at risk above)	Likelihood	Severity	Total risk level	Control measures (add any other control measures you will use)	Likelihood	Severity	Resultant risk level

Hazard	Who might be harmed? (see those at risk above)	Likelihood	Severity	Total risk level	Control measures (add any other control measures you will use)	Likelihood	Severity	Resultant risk level

By signing the declaration below, you have agreed that you will put the appropriate control measures in place to ensure that hazards are reduced and that the risks applicable to your area are controlled.

Signed	
Print name	
Review date	

Floor plan scenario 3



Practical activity scenario 4

This practical activity scenario requires students 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

Purpose

The scenario assesses student ability to engage with a patient and their carer to improve their health through better diet.

Brief

You are working with an NHS community allied health professional team that provides support to improve health and wellbeing. Patients and their needs are diverse, and the team supports patients in recuperation, injury rehabilitation, and lifestyle management.

Today, you are working with a dietician in a GP surgery. The dietician has asked you to speak with Alice and her carer Maddy. Alice is 30 years old and has been experiencing anaemia and low blood pressure. Alice's GP found she is malnourished and dehydrated. While she has mental capacity, Maddy supports Alice with needs relating to low self-esteem and poor understanding of health and nutrition.

Task

You have been asked to spend time with Alice discussing her needs around diet, nutrition, and hydration. Provide advice to help increase her calorie intake while maintaining her preferences. Provide suggestions to help increase hydration levels.

The dietician has asked you to discuss Alice's needs with her carer Maddy and provide guidance on how she can better support Alice to improve her diet.

Use the Eatwell Guide (item D) to help explain your advice.

[16 marks]

plus marks for underpinning skills – person-centred care and communication

Supporting information

Mode of assessment

This practical activity scenario involves role play. The patient and carer are played by 2 members of staff.

Resources

Students are given the visual Eatwell Guide (item D).

Equipment

This practical activity scenario requires the following equipment:

- a table
- 3 chairs

Time

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

Performance outcomes

This practical activity scenario assesses:

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 maintain skills for daily living

Role play information sheet

If asked by the student, give the following information:

- demonstrate low understanding of nutritional balance
- demonstrate low understanding of the importance of hydration
- you feel generally unhappy with your weight and appearance, and this makes you feel less like eating
- you do not intentionally starve; you just don't feel like eating much
- you prefer foods that are spicy, you do not have a sweet tooth
- you like black coffee and drink moderate amounts of alcohol but hate drinking water

Role play script for the carer

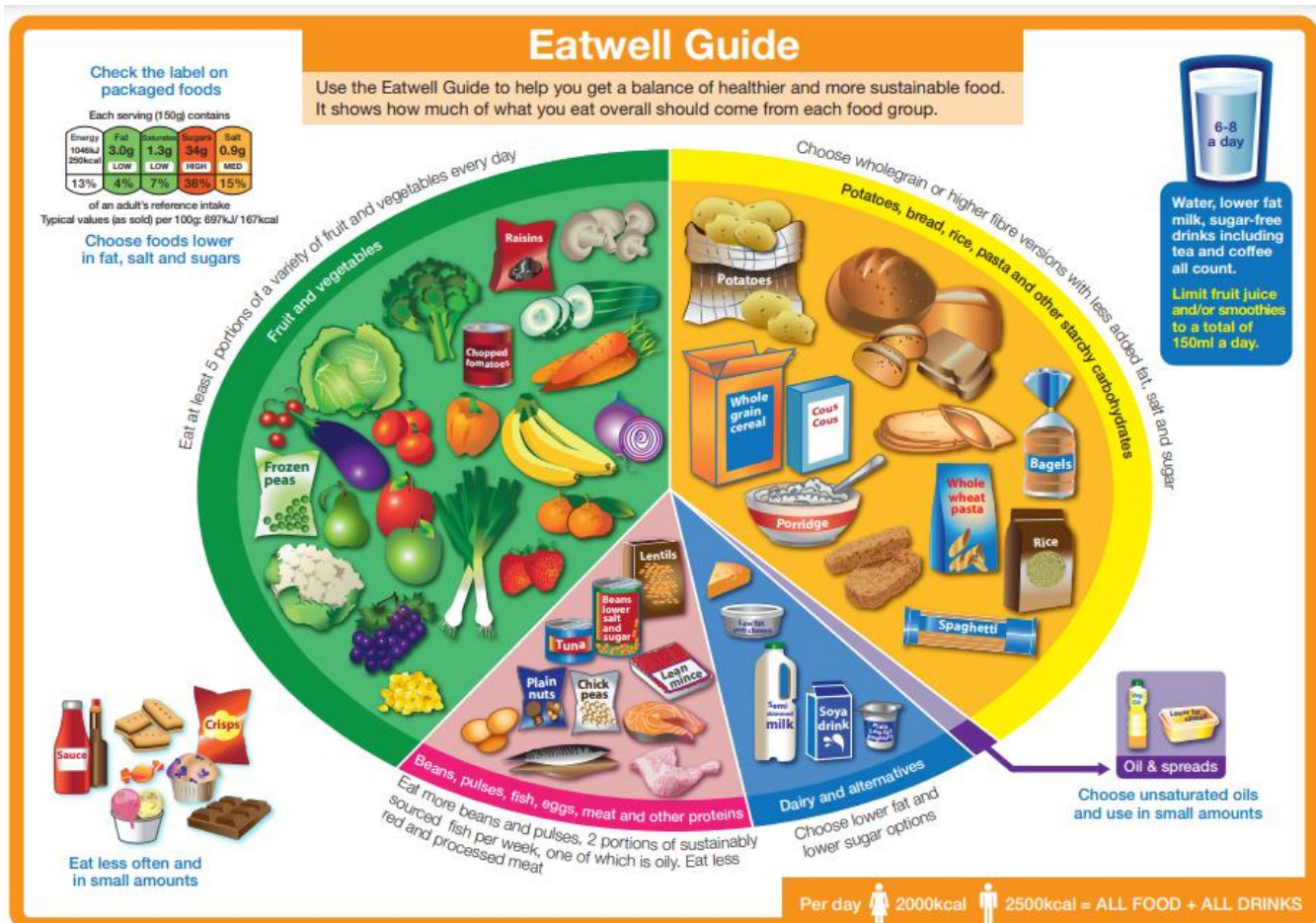
If asked by the student, give the following information:

- Alice shows apathy towards learning about good nutrition and hydration
- while she has not been formally diagnosed with an eating disorder or mental health problem, you are worried she does not understand the risks of her diet

You are amenable to learning more about motivational techniques to help Alice.

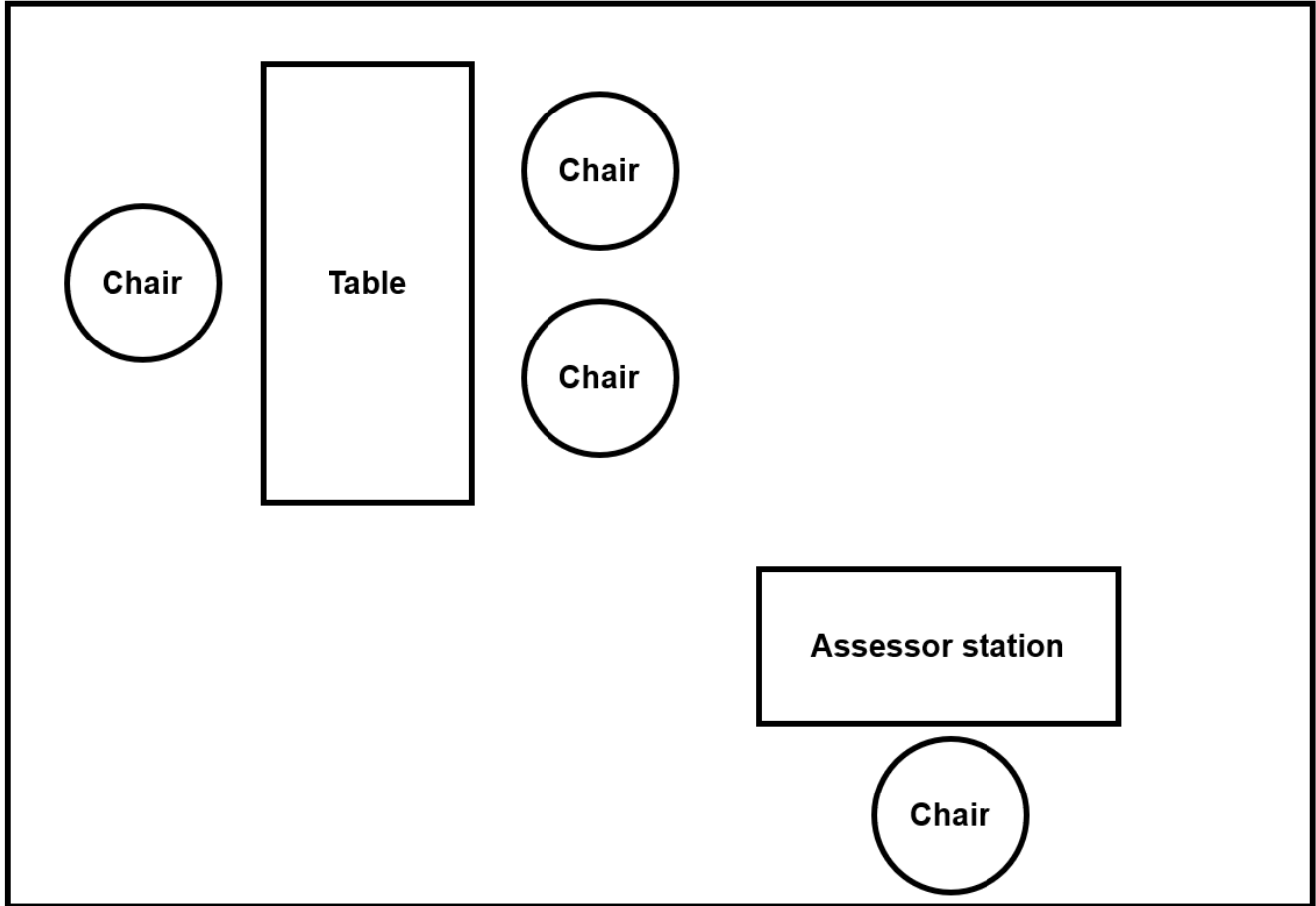
Item D: Eatwell Guide

Source:



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/528193/Eatwell_guide_colour.pdf

Floor plan scenario 4



SAMPLE

PAA mark scheme

The mark scheme for the PAA comprises of marking grids and indicative content.

The following marking grids should be used to assess students and award marks for the scenario specific skills and underpinning skills. The indicative content for the scenario-specific skills is for the practical activity scenarios set for the (insert series) series only.

To understand what is required to be awarded marks, students should have already been provided with a copy of the marking grids. The marking grids are published in the tutor guidance document which can be found at www.ncfe.co.uk.

Assessors are reminded that they should complete a student assessment record form to record descriptive information and evidence of the student's skills and knowledge demonstrated during the PAA. The student assessment record form can be found at www.ncfe.co.uk.

Marking guidance

Marking grid

The marking grids for the scenario-specific skills and the underpinning skills identify the 4 assessment criteria that students are assessed against. Each assessment criterion is out of a total of 4 marks.

The assessment criteria are broken down into 4 bands with a corresponding descriptor. The descriptor for the band indicates the qualities of a student's performance in that band. The band is the mark that should be awarded for that assessment criterion (for example, band 1 = 1 mark and band 4 = 4 marks). There is a total of 16 marks available for the scenario-specific skills and 12 marks available for underpinning skills mark schemes which should be used in accordance with the assessment requirements (see page 9 for details).

When determining marks for scenario-specific skills, assessors should only consider the quality of the student's performance in that scenario. When determining a band/mark, assessors' decisions should be based on the overall quality of the student's performance in relation to the descriptors. If the student's performance covers different aspects of different bands, assessors should use a best-fit approach to award the band/mark.

When determining marks for underpinning skills, the assessor should consider performance across **all** scenarios. Where certain scenarios do not provide opportunities for students to demonstrate an underpinning skill, students should not be penalised; the mark awarded should be based on the quality of the student's performance in scenarios where the underpinning skills have emerged. When determining a band/mark assessors' decisions should be based on the overall quality of the student's performance in relation to the descriptors. If the student's performance of a particular underpinning skill is inconsistent across scenarios and covers different aspects of different bands, assessors should use a best-fit approach to award the most appropriate band/mark.

Standardisation materials can be used to help assessors with determining a band/mark if they are unsure.

Assessors should start at the lowest band of the marking grid and move up until there is a match between the band descriptor and the student's performance.

Indicative content

Indicative content has been provided as a guide to help assessors understand what should be expected in a student's performance to allow for a marking judgement to be made. Assessors are reminded that indicative content is not an exhaustive list.

Scenario-specific skills marking grid

Band	Demonstration of knowledge and understanding of therapeutic tasks and interventions when supporting the therapy team		Application of best practice/standard approaches, agreed ways of working and teamwork when supporting the therapy team with therapeutic tasks and interventions		Use of equipment, kit and devices and/or materials and/or resources when supporting the therapy team with therapeutic tasks and interventions		Recording, using and/or presenting data and/or information when supporting the therapy team with therapeutic tasks and interventions	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
4	4	<p>The student demonstrates excellent knowledge and understanding of the delegated therapeutic tasks or interventions, that is sustained throughout the student's practice.</p> <p>The student applies knowledge of the therapy support role highly effectively when supporting the therapy team with therapeutic tasks and interventions.</p>	4	<p>The student demonstrates a highly effective application of the delegated therapeutic tasks or interventions that is consistently in line with best practice techniques, to enable individuals to meet optimum potential in relation to either or both physical and mental wellbeing.</p> <p>The student's ability to follow standard approaches to manage, rehabilitate or maximise an individual's function is excellent and always within the scope of their role and responsibilities.</p> <p>The student demonstrates an excellent level of respect for the particular share functions of allied health professionals by being highly effective at</p>	4	<p>The student demonstrates a highly proficient use of equipment, kit and devices and/or materials and/or resources, which are always applied with accuracy and precision.</p> <p>Where appropriate, the student monitors and maintains equipment, kit, and devices and/or materials and/or resources in a highly effective way.</p>	4	<p>The student records uses and/or presents data and/or information in a highly effective and clear way when supporting the therapy team with therapeutic tasks and interventions.</p> <p>The student demonstrates an excellent ability to organise information to ensure clear guidelines of requirements of the therapeutic task, in a way that is always in line with care plans and progression.</p>

				working collaboratively when supporting the therapy team with therapeutic tasks and interventions, as appropriate.				
3	3	<p>The student demonstrates good knowledge and understanding of the delegated therapeutic tasks or interventions, that is largely sustained throughout the student's practice.</p> <p>The student applies knowledge of the therapy support role effectively when supporting the therapy team with therapeutic tasks and interventions.</p>	3	<p>The student demonstrates an effective application of the delegated therapeutic tasks or interventions that is usually in line with best practice techniques, that generally enables individuals to meet optimum potential in relation to either or both physical and mental wellbeing.</p> <p>The student's ability to follow standard approaches to manage, rehabilitate or maximise an individual's function is good and usually within the scope of their role and responsibilities.</p> <p>The student demonstrates a good level of respect for the particular share functions of allied health professionals by being effective at working collaboratively when supporting the therapy team with therapeutic tasks and interventions, as appropriate.</p>	3	<p>The student demonstrates a proficient use of equipment, kit and devices and/or materials and/or resources effectively, which are usually applied with accuracy and precision.</p> <p>Where appropriate, the student monitors and maintains equipment, kit and devices and/or materials and/or resources in an effective way.</p>	3	<p>The student records uses and/or presents data and/or information in an effective and mostly clear way when supporting the therapy team with therapeutic tasks and interventions.</p> <p>The student demonstrates a good ability to organise information to ensure clear guidelines of requirements of the therapeutic task, in a way that is usually in line with care plans and progression.</p>

2	2	<p>The student demonstrates satisfactory knowledge and understanding of the delegated therapeutic tasks or interventions, that is partially sustained throughout the student's practice.</p> <p>The student applies knowledge of the therapy support role reasonably effectively when supporting the therapy team with therapeutic tasks and interventions.</p>	2	<p>The student demonstrates reasonably effective application of the delegated therapeutic tasks or interventions that is sometimes in line with best practice techniques, that partially enables individuals to meet optimum potential in relation to either or both physical and mental wellbeing.</p> <p>The student's ability to follow standard approaches to manage, rehabilitate or maximise an individual's function is satisfactory and sufficiently within the scope of their role and responsibilities.</p> <p>The student demonstrates some level of respect for the particular share functions of allied health professionals by being reasonably effective at working collaboratively when supporting the therapy team with therapeutic tasks and interventions, as appropriate.</p>	2	<p>The student demonstrates a sufficient use of equipment, kit and devices and/or materials and/or resources, which are sometimes applied with accuracy and precision.</p> <p>Where appropriate, the student monitors and maintains equipment, kit, and devices and/or materials and/or resources in a reasonably effective way.</p>	2	<p>The student records, uses and/or presents data and/or information in a reasonably effective and partially clear way when supporting the therapy team with therapeutic tasks and interventions.</p> <p>The student demonstrates a satisfactory ability to organise information to ensure clear guidelines of requirements of the therapeutic task, in a way that is sometimes in line with care plans and progression.</p>
1	1	<p>The student demonstrates basic knowledge and understanding of the delegated therapeutic tasks or interventions, that is</p>	1	<p>The student demonstrates minimally effective application of the delegated therapeutic tasks or interventions that is rarely in line with best practice</p>	1	<p>The student demonstrates a poor use of equipment, kit and devices and/or materials and/or resources, which are</p>	1	<p>The student records uses and/or presents data and/or information in a minimally effective and clear way when supporting the therapy team</p>

		<p>fragmented throughout the student's practice.</p> <p>The student applies knowledge of the therapy support role with minimal effectiveness when supporting the therapy team with therapeutic tasks and interventions.</p>	<p>techniques, that rarely enables individuals to meet optimum potential in relation to either or both physical and mental wellbeing.</p> <p>The student's ability to follow standard approaches to manage, rehabilitate or maximise an individual's function is poor and minimally within the scope of their role and responsibilities.</p> <p>The student demonstrates a limited level of respect for the particular share functions of allied health professionals by being minimally effective at working collaboratively when supporting the therapy team with therapeutic tasks and interventions, as appropriate.</p>	<p>rarely applied with accuracy and precision.</p> <p>Where appropriate, the student monitors and maintains equipment, kit and devices and/or materials and/or resources in a minimally effective way.</p>	<p>with therapeutic tasks and interventions.</p> <p>The student demonstrates a basic ability to organise information to ensure clear guidelines of requirements of the therapeutic task, in a way that is rarely in line with care plans and progression.</p>
0	No evidence demonstrated or nothing worthy of credit.				

Underpinning skills marking grid

Band	Person-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
4	4	<p>The student demonstrates excellent duty of care, seeking and actioning advice from healthcare professionals where appropriate and adapting care and support to meet the needs of the individual.</p> <p>The student ensures that an excellent standard of safe and high-quality person-centred care is provided to all individuals.</p> <p>The student consistently encourages individuals to be independent and self-reliant, promoting self-management and skills for every day.</p>	4	<p>The student demonstrates highly effective non-judgmental ways of communication when supporting the therapy team with a range of therapeutic tasks and interventions.</p> <p>The student always speaks with a tone and register that reflects the audience and purpose.</p> <p>The student uses technical language with accuracy and they always demonstrate active listening to meet the needs of the individuals.</p>	4	<p>The student's adherence to the required national guidelines and health and safety policies for the particular area of therapy support is excellent.</p> <p>The student always monitors and maintains the health and safety of the therapy environment and the safety of individuals within the environment when supporting the therapy team with a range of therapeutic tasks and interventions, by applying high standards of practice, using excellent knowledge and understanding of health and safety.</p> <p>The student always works within their own competence, demonstrating full awareness of their own limitations, to safeguard the individual's wellbeing.</p>
3	3	<p>The student demonstrates good duty of care, usually seeking and actioning advice from healthcare professionals where appropriate and adapting care and support to meet the needs of the individual.</p> <p>The student ensures that a good standard of safe and high-quality person-</p>	3	<p>The student demonstrates effective non-judgmental ways of communication when supporting the therapy team with a range of therapeutic tasks and interventions.</p>	3	<p>The student's adherence to the required national guidelines and health and safety policies for the particular area of therapy support is good.</p> <p>The student usually monitors and maintains the health and safety of the therapy environment and the safety of individuals within the environment when</p>

		<p>centred care is provided to most individuals.</p> <p>The student generally encourages individuals to be independent and self-reliant, promoting self-management and skills for every day.</p>		<p>The student usually speaks with a tone and register that reflects the audience and purpose.</p> <p>The student's use of technical language is generally accurate and they demonstrate active listening to meet the needs of the individuals.</p>		<p>supporting the therapy team with a range of therapeutic tasks and interventions by applying good standards of practice, using good knowledge, and understanding of health and safety.</p> <p>The student usually works within their own competence, demonstrating general awareness of their own limitations to safeguard the individual's wellbeing.</p>
2	2	<p>The student demonstrates satisfactory duty of care, sometimes seeking and actioning advice from healthcare professionals where appropriate and adapting care and support to meet the needs of the individual.</p> <p>The student ensures that a satisfactory standard of safe and high-quality person-centred care is provided to most individuals.</p> <p>The student sometimes encourages individuals to be independent and self-reliant, promoting self-management and skills for every day.</p>	2	<p>The student demonstrates reasonably effective non-judgmental ways of communication when supporting the therapy team with a range of therapeutic tasks and interventions.</p> <p>The student sometimes speaks with a tone and register that reflects the audience and purpose.</p> <p>The student's use of technical language is partially accurate, and they sometimes demonstrate active listening to meet the needs of the individuals.</p>	2	<p>The student's adherence to the required national guidelines and health and safety policies for the particular area of therapy support is satisfactory.</p> <p>The student sometimes monitors and maintains the health and safety of the therapy environment and the safety of individuals within the environment when supporting the therapy team with a range of therapeutic tasks and interventions, by applying sufficient standards of practice using satisfactory knowledge and understanding of health and safety.</p> <p>The student sometimes works within their own competence and demonstrating partial awareness of their own limitations, which may risk failure to safeguard the individual's wellbeing.</p>
1	1	<p>The student demonstrates basic duty of care, occasionally seeking and actioning advice from healthcare professionals</p>	1	<p>The student demonstrates minimally effective non-judgmental ways of communication when supporting the</p>	1	<p>The student's adherence to the required national guidelines and health and safety</p>

	<p>where appropriate and adapting care and support to meet the needs of the individual.</p> <p>The student demonstrates a limited standard of safe and high-quality person-centred care that is provided to most individuals.</p> <p>The student rarely encourages individuals to be independent and self-reliant, promoting self-management and skills for every day.</p>	<p>therapy team with a range of therapeutic tasks and interventions.</p> <p>The student occasionally speaks with a tone and register that reflects the audience and purpose.</p> <p>The student's use of technical language is limited in accuracy and they rarely demonstrate active listening to meet the needs of the individuals.</p>	<p>policies for the particular area of therapy support is poor.</p> <p>The student rarely monitors and maintains the health and safety of the therapy environment and the safety of individuals within the environment when supporting the therapy team with a range of therapeutic tasks and interventions by applying poor standards of practice, using basic knowledge, and understanding of health and safety.</p> <p>The student rarely works within their own competence, demonstrating occasional awareness of their own limitations, which risks failure to safeguard the individual's wellbeing.</p>
0	No evidence demonstrated or nothing worthy of credit.		

Indicative content

Practical activity scenario 1

Assessment of patient:

- identified the main needs of the patient based on the information given within the patient notes form
- 90 degree bend of the knee has not yet been achieved and the patient is not yet confident to bend the knee without assistance
- patient is not yet confident to walk without crutches
- significant loss of muscle in the major muscle groups

Intervention:

- pathway-based therapies: tailored use of the outcome measures tool to Caleb including patient-defined outcomes and identification of his eagerness to return to strength as both a motivating factor and a potential risk
- strategies based on individual needs, for example, extended range of motion, building confidence in walking, home exercises and strength-building, sufficient recovery to return safely to work
- suitable techniques and exercises selected that are safe, and are suitable to improve the issues identified during the assessment of the patient's notes

Demonstration of techniques:

- guidance for risk management during activities such when to stop or cease an activity in the event of pain
- suitable techniques and exercises to target the issues identified during the assessment of the patient's notes demonstrated clearly with key technical information given
- advice to help maintain ability, such as motivational resources or services

Accept other appropriate responses.

Practical activity scenario 2

Assessment of patient:

- presenting need (for example, recent reduction in mobility, including occasional loss of balance and new dependence on the lift rather than stairs)
- extent of need (for example, is this a short-term need or part of wider need)
- extent of mobility reduction, such as almost falling when getting out of bed
- expectations of assessment, such as providing guidance to the care worker and to Derek
- medical and cognitive needs that may impact effectiveness of therapy

Interventional approaches:

- risk reduction for physical harm, such as the use of mobility aids and chairs with support arms
- recommend changed approach to care plan to include mobility support and a mobility risk assessment
- recommend a referral to GP for an assessment of balance loss
- chair-based exercises to build and maintain strength

Assessment documentation:

- accurate completion of Barthel Index template with full independence noted for all measures except transfers, mobility and stairs, transfers graded as 10–14, mobility as 10–14, and stairs as 2–6
- bases recommendations on template findings

Accept other appropriate responses.

Practical activity scenario 3

Assessment of equipment:

- visual check of integrity, such as checking for material damage or imperfections
- manual check of equipment for safety and function: wheelchair tyres, armrests, brakes, footplates; crutch rubber feet, stability of adjustable arms

Fit to patient:

- crutches – supports patient to stand, adjust height to comfortably fit patient, ensure they can use them with stability
- wheelchair – support patient to adopt comfortable sitting position with minimal pressure on their back; ensure footplates are in a comfortable position, check patient's ability to move and position the wheelchair when seated

Risk assessment:

- completes form appropriately based on fitting of equipment, no major risks

Accept other appropriate responses.

Practical activity scenario 4

Assessment of patient:

- presenting need, from the perspective of the patient and from their carer
- extent of need, from the perspective of the patient and from their carer
- preferences such as types of food and drink they like and dislike and how these choices impact on malnourishment and dehydration
- medical needs, for example, pre-existing conditions

Interventional approaches:

- use of Eatwell guide to explain different food types and choices
- raise awareness of the risks of maintaining malnourishment and dehydration
- explore options with the carer to provide more motivational intervention to Alice

Outcomes measured:

- return to healthy levels of nutrition and hydration
- return of healthy levels of blood pressure
- better understanding of balanced diet, risk reduction and consistent hydration
- understanding of the guidance from the Eatwell Guide

Accept other appropriate responses.

Performance outcome grid

Practical activity scenario	O-PO1	O-PO2	O-PO3	Total
1	12	4		16
2		16		16
3	4		12	16
4	8	8		16
Underpinning	4	4	4	12
Total	28	32	16	76
% weighting	37	42	21	100

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Change History Record

Version	Description of change	Approval	Date of issue
v1.0	Additional sample material		01 September 2023
v1.1	Sample added as a watermark	November 2023	21 November 2023