



# T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

## Supporting the Mental Health Team

Assignment 1 – Case study

Mark scheme

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

# Supporting the Mental Health Team

## Mark scheme

Assignment 1

Case study

## Contents

<b>About this document</b> .....	<b>3</b>
<b>Marking guidelines</b> .....	<b>4</b>
General guidelines .....	4
Guidelines for using extended-response marking grids.....	4
<b>Scenario</b> .....	<b>5</b>
<b>Task 1: assessment of the patient/situation</b> .....	<b>6</b>
<b>Task 2: goals/patient outcomes/planned outcomes</b> .....	<b>9</b>
<b>Task 3: care/treatment/support plan</b> .....	<b>12</b>
<b>Task 4: evaluation/monitoring effectiveness/clinical effectiveness</b> .....	<b>15</b>
<b>Performance outcome (PO) grid</b> .....	<b>18</b>
<b>Document information</b> .....	<b>19</b>
Change History Record .....	19

## 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

SAMPLE

# Marking guidelines

## General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.

Reward students positively giving credit for what they have shown, rather than what they might have omitted.

Utilise the whole mark range and always award full marks when the response merits them.

Be prepared to award 0 marks if the student's response has no creditworthy material.

Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.

The marks awarded for each response should be clearly and legibly recorded.

If you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner.

## Guidelines for using extended-response marking grids

Extended-response marking grids have been designed to award a student's response holistically and should follow a best-fit approach. The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

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

Mike Jones is 42 and a business partner in an engineering company who is responsible for the financial side of the firm. He is married to Jill who works part time as a primary school teacher. The business was incredibly successful in the first 10 years, which Mike was very proud of. However, in the last 5 years it has experienced considerable financial difficulty and is at a stage in which there is potential for it to enter bankruptcy. Mike has taken out several credit cards and loans to help support the business.

At the age of 12, Mike experienced a sexual assault and was left feeling powerless, ashamed and angry. A year later he developed an eating disorder known as 'other'. A diagnosis for individuals who do not fit in to the traditional anorexia or bulimia symptoms. While Mike has received treatment over the years to manage his eating disorder, at particularly challenging times in his life it flares up.

The current work issues have exacerbated his stress levels and preoccupation with his weight. Mike's wife has become increasingly concerned as she has noticed Mike is losing weight, appearing distracted and less communicative than usual. Mike is also not engaging in his usual activities that he enjoys like tennis and playing his guitar. Jill expresses her concerns to Mike, and he shares some of his distress and anxiety about the business with Jill. However, he is reluctant to talk about his weight loss, but does agree to make an appointment with his GP.

The resources you need are:

- **item A: GP referral letter**
- **item B: SBAR assessment tool**
- **item C: transcript of first meeting between Mike and the community mental health nurse (CMHN) for initial assessment**
- **item D: wellbeing plan**
- **item E: goal planning document**
- **item F: Mind campaign for better mental health**
- **item G: transcript of second meeting between Mike and the community mental health nurse (CMHN)**
- **item H: relapse recovery plan**

## Task 1: assessment of the patient/situation

### Scenario

Mike has been referred by his GP to the community mental health team (CMHT) due to his current mental health state. His eating disorder, memories about his sexual assault, anxiety and general feelings of worthlessness and guilt are consuming. He is also experiencing a lot of stomach pain, which he recently discussed with his GP. His weight has gone from 10 stone to 9 stone in just over 4 weeks. This is a 10% loss in body weight, which from a BMI calculation categorises him as underweight.

### Task

You are working as a mental health support worker with the CMHT. The community mental health nurse (CMHN) has asked you to use the GP referral letter (item A) to complete the SBAR tool (item B) to communicate information to the team.

You can also use information from the scenario to support you with this task.

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the question/assessment.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates excellent, detailed, and balanced analysis of patient care in the understanding of in the context of the case study</li> <li>• demonstrates an excellent, detailed, and balanced assessment of patient care and needs in the context of the case study</li> <li>• includes an accurate and appropriate recommendations that evidences excellent understanding of patient wellbeing</li> <li>• includes completed and accurate documentation within the template guidance</li> </ul>
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the question/assessment.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates an accurate analysis of patient care in the context of the case study</li> <li>• demonstrates an accurate assessment of patient care and needs in the context of the case study</li> <li>• includes an accurate and appropriate recommendations that evidences good understanding of patient wellbeing</li> <li>• includes completed documentation, but there may be 1 or 2 errors</li> </ul>
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the question/assessment.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates a satisfactory analysis of patient care in the context of the case study</li> <li>• demonstrates a satisfactory assessment of patient care and needs in the context of the case study</li> <li>• includes recommendations that evidences a moderate understanding of patient wellbeing</li> <li>• includes completed documentation with several errors, including partially completed documentation</li> </ul>

Band	Mark	Descriptor
1	1–5	<p>A basic response overall with little focus on the key demands of the question/assessment.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates a basic, superficial analysis of patient care in the context of the case study</li> <li>• demonstrates a limited assessment of patient care and needs in the context of the case study</li> <li>• includes partially accurate and appropriate recommendations that evidences insufficient understanding of patient wellbeing</li> <li>• includes partial and inaccurate completion of documentation</li> </ul>
0	0	No creditworthy material.

### Indicative content

- monitoring and review of GP prescribed medication in line with GP instructions
- monitoring overall wellbeing
- guidance/assessment/monitoring of eating disorder
- advice and guidance to local support groups
- referral to sexual assault service
- referral for psychological treatment (group/individual)
- multi-agency meetings/communication
- signposting for financial support

Accept other suitable responses.



## Task 2: goals/patient outcomes/planned outcomes

### Scenario

Mike has had his first meeting with the CMHN and is keen to make progress. He wants to be able to manage his eating disorder, anxiety, previous trauma (sexual assault) and challenges with the business.

### Task

The CMHN has asked you to use the information from the transcript of Mike's first meeting with the CMHN (item C) and the wellbeing plan that Mike has completed (item D) to plan some goals for Mike. Complete item E, the Goal Planning document including: a description of 3 goals and 2 actions for each goal. You should also include potential barriers and who is responsible for achieving each goal.

(20 marks)

SAMPLE

Band	Mark	Descriptor
4	16–20	<p>An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the question/evaluation.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates an accurate, detailed and balanced analysis of the evidence within case study</li> <li>• demonstrates an excellent, detailed, and balanced completion of the goal planning document in the context of the case study</li> <li>• includes an accurate and appropriate explanation of the potential barriers and who is responsible for achieving each goal that evidences an excellent understanding of patient care</li> <li>• includes fully completed and detailed documentation</li> </ul>
3	11–15	<p>A good, coherent response overall that is focused on the key demands of a support or care plan:</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates an accurate analysis of the evidence in the context of the case study</li> <li>• demonstrates an accurate completion of the goal planning document in the context of the case study</li> <li>• includes an accurate and appropriate explanation of the potential barriers and who is responsible for achieving each goal that evidences a good understanding of patient care</li> <li>• includes completed documentation, but there may be 1 or 2 errors</li> </ul>
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the question/assessment.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates a satisfactory analysis of the evidence in the context of the case study</li> <li>• demonstrates a satisfactory completion of the goal planning document in the context of the case study</li> <li>• includes explanation of the potential barriers and who is responsible for achieving each goal that evidences a moderate understanding of patient care</li> <li>• includes completed documentation, but there may be several errors – including partially completed documentation</li> </ul>

Band	Mark	Descriptor
1	1–5	<p>A basic response overall with little focus on the key demands of the question/support plan.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates a basic understanding of the evidence in the context of the case study</li> <li>• demonstrates a limited completion of the goal planning document in the context of the case study</li> <li>• includes a partially accurate and appropriate explanation of the potential barriers and who is responsible for achieving each goal that evidences insufficient understanding of patient care</li> <li>• includes partial and inaccurate documentation</li> </ul>
0	0	No creditworthy material.

### Indicative content

- eating disorder/management of diet
- review and add to wellbeing plan as necessary
- evaluation of Mike’s recovery
- a range of relevant professionals to assist/support recovery
- management of finance
- triggers for Mike that exacerbate his eating disorder
- Mike’s experience of sexual assault
- a range of relevant service provision
- barriers to Mike’s recovery
- Mike’s strengths and achievements
- Mike’s fitness
- Mike’s relationships – family/friendships/colleagues

Accept other suitable responses.

## Task 3: care/treatment/support plan

### Scenario

Mike has expressed in his first meeting with the CMHN his desire to start treatment. The CMHN has discussed some support/treatment options with Mike and as part of your continued professional development (CPD) has asked you to recommend some treatments which would be beneficial for Mike's mental health.

### Task

Using information from the Mind website (item F), write a summary to the CMHN recommending 2 treatments for Mike, explaining the advantages and disadvantages of each treatment.

(20 marks)

SAMPLE

Band	Mark	Descriptor
4	16–20	<p>An excellent, well-developed and highly coherent response overall that is demonstrably focused on the key demands of the question/evaluation.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates an accurate, detailed and balanced analysis of evidence within case study</li> <li>• demonstrates an excellent, detailed, and balanced recommendation for the 2 treatments in the context of the case study</li> <li>• includes an accurate and appropriate explanation of the advantages and disadvantages of each treatment that evidence good understanding of patient wellbeing</li> <li>• presents a discussion that reflects an identifiable decision-making strategy, which reflects the needs of the issues in the case study</li> </ul>
3	11–15	<p>A good, coherent response overall that is focused on the key demands of a support or care plan.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates an accurate analysis of the evidence in the context of the case study</li> <li>• demonstrates an accurate recommendation for the 2 treatments in the context of the case study</li> <li>• includes an accurate and appropriate explanation of the advantages and disadvantages of each treatment that evidences good understanding of patient care</li> <li>• includes completed documentation, but there may be 1 or 2 errors</li> <li>• presents a discussion that reflects an identifiable decision-making strategy, which reflects the needs of the issues in the case study.</li> </ul>
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the question/assessment.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates a satisfactory analysis of the evidence in the context of the case study</li> <li>• demonstrates a satisfactory recommendation for the 2 treatments in the context of the case study</li> <li>• includes explanation of the advantages and disadvantages of each treatment that evidences a moderate understanding of patient care</li> <li>• includes completed documentation, but there may be several errors – including partially completed documentation</li> <li>• presents a discussion that reflects a moderate decision-making strategy, which reflects the needs of the issues in the case study</li> </ul>

Band	Mark	Descriptor
1	1–5	<p>A basic response overall with little focus on the key demands of the question/support plan.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates a basic understanding of the evidence in the context of the case study</li> <li>• demonstrates a limited recommendation for the 2 treatments in the context of the case study</li> <li>• includes a partially accurate and appropriate explanation of the advantages and disadvantages of each treatment that evidences insufficient understanding of patient care</li> <li>• includes partial and inaccurate documentation</li> <li>• presents a limited discussion that reflects a vague decision-making strategy, lacking application to the needs of the issues in the case study</li> </ul>
0	0	No creditworthy material.

### Indicative content

- monitor progression of eating disorder
- review and add to wellbeing plan as necessary
- content discussion for relapse recovery plan
- evaluation of Mike’s recovery
- a range of relevant professionals to assist/support recovery
- management of finance
- triggers for Mike that exacerbate his eating disorder
- Mike’s experience of sexual assault
- a range of relevant service provision
- barriers to Mike’s recovery

Accept other suitable responses.

## Task 4: evaluation/monitoring effectiveness/clinical effectiveness

### Scenario

Mike has been receiving treatment and support with his financial issues. There have been some improvements with his eating and he has gained some weight. He is also talking more about his feelings and the range of issues that affect him.

He is starting to feel more in control and ready to make longer term plans. Following a second meeting with the CMHN (item G), Mike has completed a relapse prevention plan (item H).

### Task

Using the transcript from Mike's second meeting with the CMHN (item G), completed relapse prevention plan (item H) and the other material you have received, evaluate how the relapse prevention plan can be of benefit to Mike and how it can be made more effective. This should be from a holistic and person-centred approach.

(20 marks)

Band	Mark	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"> <li>• demonstrates an accurate, detailed and balanced analysis of evidence within case study</li> <li>• demonstrates an excellent, detailed, and balanced evaluation of how the relapse prevention plan can be of benefit to Mike and how it can be made more effective in the context of the case study</li> <li>• includes a detailed, accurate and appropriate explanation of how it can be made more effective that evidences an excellent understanding of patient wellbeing</li> <li>• presents a discussion that reflects an identifiable decision-making strategy, which reflects the needs of the issues in the case study</li> </ul>
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the question/evaluation.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates an accurate analysis of the evidence in the context of the case study</li> <li>• demonstrates an accurate evaluation of how the relapse prevention plan can be of benefit to Mike from the evidence in the context of the case study</li> <li>• includes an accurate and appropriate explanation of how it can be made more effective that evidences a good understanding of patient care</li> <li>• includes completed documentation, but there may be 1 or 2 errors</li> </ul>
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the question/assessment.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates a satisfactory analysis of the evidence in the context of the case study</li> <li>• demonstrates a satisfactory evaluation of how the relapse prevention plan can be of benefit to Mike from the evidence in the context of the case study</li> <li>• includes explanation of how it can be made more effective that evidences a moderate understanding of patient care</li> <li>• includes completed documentation, but there may be several errors – including partially completed documentation</li> </ul>



Band	Mark	Descriptor
1	1–5	<p>A basic response overall with little focus on the key demands of the question/evaluation.</p> <p>The student provides an answer that:</p> <ul style="list-style-type: none"> <li>• demonstrates a basic understanding of the evidence in the context of the case study</li> <li>• demonstrates a limited evaluation of how the relapse prevention plan can be of benefit to Mike in the context of the case study</li> <li>• includes a partially accurate and appropriate explanation of how it can be made more effective that evidences an insufficient understanding of patient care</li> <li>• includes partial and inaccurate documentation</li> </ul>
0	0	No creditworthy material.

### Indicative content

- reviewing Mike's strengths and weaknesses
- review eating issues and complete disorders test
- evaluation of overall wellbeing
- person-centred focus
- evidence of a holistic approach
- benefits of the relapse recovery plan for Mike
- justifications of how the relapse recovery plan can be more effective
- future appointment to review progress and achievements

Accept other suitable responses.

## Performance outcome (PO) grid

Question	C-PO1	C-PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total
1	6	3	2	3	3	3	20
2	4	2	2	4	4	4	20
3	4	0	0	10	3	3	20
4	4	2	2	5	3	4	20
<b>Total</b>	<b>18</b>	<b>7</b>	<b>6</b>	<b>22</b>	<b>13</b>	<b>14</b>	<b>80</b>
<b>% weighting</b>	<b>22.5</b>	<b>8.75</b>	<b>7.5</b>	<b>27.5</b>	<b>16.25</b>	<b>17.5</b>	<b>100</b>

## Document information

Copyright in this document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 2023.

'T-LEVELS' is a registered trade mark of the Department for Education.

'T Level' is a registered trade mark of the Institute for Apprenticeships and Technical Education.

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education. NCFE is currently authorised by the Institute to develop and deliver the T Level Technical Qualification in Health.

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

Owner: Head of Assessment Design

## 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	16 November 2023