



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Care of Children and Young People

Assignment 3 – professional discussion

Mark scheme

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About this document

This mark scheme has been written by the assessment writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a student
- information on how individual marks are to be awarded
- the allocated performance outcomes and total marks for each question

SAMPLE

Marking guidelines

General guidelines

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

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

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

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

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

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

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

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

Guidelines for using extended-response marking grids

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

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor.

Remember to look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the assessment objectives, so as not to over/under credit a response. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement either, that students must cover all of the indicative content to be awarded full marks.

Performance outcomes

This assessment requires students to demonstrate the following:

Supporting Healthcare (core)

PO1	Assist with an individual's overall care and needs to ensure comfort and wellbeing
PO2	Assist registered health professionals with clinical or therapeutic tasks and interventions
PO3	Undertake a range of physiological measurements

Supporting the Care of Children and Young People (option D)

PO1	Assist with an individual's overall care and needs to ensure comfort and wellbeing
PO2	Assist registered health professionals with clinical or therapeutic tasks and interventions
PO3	Undertake a range of physiological measurements

Theme 1: promoting health and wellbeing in children and young people (CYP)

Actively encouraging the use of public health strategies to improve the health and wellbeing of children and young people (CYP).

Question 1

Part A

Referring to your own knowledge and experience, describe a time when you have used a specific public health strategy to support and promote the health and wellbeing of an individual.

Part B

Referring to your own knowledge and experience, explain how educating parents, families, carers and children about the benefits of a specific public health strategy can contribute to the health and wellbeing of CYP.

(12 marks)

Band	Mark	Descriptor
4	10–12	<p>The student provides a highly detailed description of an appropriate public health strategy that can be used with families to improve the health and well-being of a CYP.</p> <p>The student's explanation of the public health strategy is highly detailed and offers appropriate examples of the positive impact they provide.</p> <p>The student's explanation of how they have used the strategy to support a CYP suggests a high level of skills and behaviours consistent with actual or intended application of knowledge to practice.</p>
3	7–9	<p>The student provides good detail in the description of an appropriate public health strategy that can be used with families to improve the health and well-being of a CYP.</p> <p>The student's explanation of the public health strategy is good and offers appropriate examples of the positive impact they provide.</p> <p>The student's explanation of how they have used the strategy to support a CYP suggests a good level of skills and behaviours consistent with actual or intended application of knowledge to practice.</p>
2	4–6	<p>The student provides a description with satisfactory detail of an appropriate public health strategies that can be used with families to improve the health and well-being of a CYP.</p> <p>The student's explanation of public health strategy is satisfactory and appropriate examples are attempted but limited to show the positive impact they provide.</p> <p>The student's explanation of how they have used a public health strategy to support a CYP suggests a satisfactory level of skills and behaviours consistent with actual or intended application of knowledge to practice.</p>
1	1–3	<p>The student's description of an appropriate public health strategy that can be used with families to improve the health and well-being of a CYP is lacking in detail.</p> <p>The student's explanation of a public health strategy to support a CYP is lacking and appropriate examples are not attempted or are irrelevant to show the positive impact they provide.</p> <p>The student's explanation of how they have used a public health strategy to support a CYP suggests a limited level of skills and behaviours consistent with actual or intended application of knowledge to practice.</p>
	0	No creditworthy material.

Indicative content

- the student describes how to actively encourage public health strategies
- the benefits of the strategy are understood

- the student understands the need to adapt communication to meet the needs and abilities of the individual CYP and their family
- the student will explain how the public health strategy can have a positive impact on a CYP, including, for example, the purpose of immunisation
- the student shows awareness of additional sources of support and information to share with the CYP and their family.
- the student actively encourages the family to have a shared discussion on concerns
- the student engages with the family to reach suitable solutions
- the student will use active listening to encourage contributions and feedback from the CYP and their family

Accept other appropriate responses.

SAMPLE

Question 2

Part A

Referring to your own knowledge or experience, explain how you have used your knowledge of family-centred care to improve outcomes for a child or young person.

Part B

Referring to your own knowledge or experience, reflect on how this has influenced your practice, considering any development needs you have.

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>The student offers a highly detailed explanation using relevant examples showing how they provided family-centred care to support comfort and wellbeing to a CYP.</p> <p>The student provides a highly detailed understanding of family-centred care and the impact it has on assisting a CYP's independence and promoting self-help.</p> <p>The student can critically assess through reflection how this learning experience has influenced their practice and understanding, and they are able to clearly identify own limitations and what they need to develop for future practice.</p>
3	11–15	<p>The student offers an explanation with good detail using relevant examples showing how they provided family-centred care to support comfort and wellbeing to a CYP.</p> <p>The student provides a good understanding of family-centred care and the impact it has on assisting a CYP's independence and promoting self-help.</p> <p>The student makes a good assessment through reflection of how this learning experience has influenced their practice and understanding and they are able to identify own limitations and what they need to develop for future practice.</p>
2	6–10	<p>The student offers a moderately detailed explanation using relevant examples showing how they provided family-centred care to support comfort and wellbeing to a CYP.</p> <p>The student provides a satisfactory understanding of family-centred care and the impact it has on assisting a CYP's independence and promoting self-help.</p> <p>The student makes a satisfactory assessment through reflection of how this learning experience has influenced their practice and understanding but they are limited in identifying own limitations and what they need to develop for future practice.</p>

Band	Mark	Descriptor
1	1–5	<p>The student offers limited explanation using examples that lack relevance, showing how they provided family-centred care to support comfort and wellbeing to a CYP.</p> <p>The student provides a lack of understanding of family-centred care and the impact it has on assisting a CYP’s independence and promoting self-help.</p> <p>The student lacks any assessment through reflection of how this learning experience has influenced their practice and understanding and they are unable to identify own limitations and what they need to develop for future practice.</p>
	0	No creditworthy material.

Indicative content

- provides family-centred care for the benefit of the CYP
- ensuring that the CYP is involved in the discussion, where appropriate
- consider factors such as individual needs and preferences
- consider physical, emotional, social, cultural and intellectual needs
- understand own limitations and future development needs

Accept other appropriate responses.

Theme 2: developing positive relationships with children and young people (CYP)

Building positive relationships with children and young people (CYP).

Question 3

Part A

Referring to your own knowledge and experience, describe the factors and/or conditions that can negatively impact the development of positive relationships with CYP.

Part B

Referring to your own knowledge and experience, explain a time when one of these factors and/or conditions affected your ability to develop a relationship with CYP and how you overcame this.

(12 marks)

Band	Mark	Descriptor
4	10–12	<p>The student's description of a range of factors and/or conditions which can negatively impact the development of positive relationships is highly detailed.</p> <p>The student's explanation of why these factors and/or conditions create barriers is highly detailed with multiple entirely relevant examples to demonstrate understanding.</p> <p>The student has shown excellent application of knowledge to practice.</p>
3	7–9	<p>The student's description of a range of factors and/or conditions which can negatively impact the development of positive relationships is detailed.</p> <p>The student's explanation of why these factors and/or conditions create barriers is detailed with multiple relevant examples to demonstrate understanding.</p> <p>The student has shown good application of knowledge to practice.</p>
2	4–6	<p>The student's description of a range of factors and/or conditions which can negatively impact the development of positive relationships is sufficient and shows a satisfactory understanding.</p> <p>The student's explanation of why these factors and/or conditions create barriers is limited in development and gives a satisfactory explanation of some relevant examples to demonstrate understanding.</p> <p>The student has shown satisfactory application of knowledge to practice.</p>

Band	Mark	Descriptor
1	1–3	<p>The student's description of a range of factors and/or conditions is lacking in detail.</p> <p>The student's explanation of why these factors and/or conditions create barriers is underdeveloped and lacks a satisfactory explanation of any relevant examples to demonstrate understanding.</p> <p>The student has suggested a poor application of knowledge to practice.</p>
	0	No creditworthy material.

Indicative content

- awareness shown of a range of the following conditions:
 - behaviour that challenges (for example, attention deficit hyperactivity disorder (ADHD) or autism)
 - lack of understanding (for example, learning disabilities); anxiety and fear (for example, cancer)
 - impact of treatments on relationships; no desire to communicate/feeling too tired or ill to communicate (for example, chemotherapy)
 - feeling violated due to invasive procedures or anxiety and fear of being alone (for example, before/after surgery)
 - fear of becoming addicted (for example, to prescribed medication)
- awareness shown of any of the following factors:
 - internal factors: physical conditions (for example, physical participation requirements); mental conditions (for example neurodiversity, feelings of isolation); personality conflicts (for example, difference in personal attitude of the child or young person and healthcare worker); previous trauma (for example, sexual assault by person of trust)
 - external factors: environment (for example, location, setting too clinical); cultural beliefs/norms/values (for example, body language can have different meaning in different cultures); impact of parents/carers (for example, could hold different beliefs); lifestyle (for example, friendship groups)
- ability to elaborate and provide detailed understanding for the relevant factor and/or condition which relates to their experience.

Accept other appropriate responses.

Question 4

Part A

Referring to your own knowledge and experience, discuss the strategies that you used to try to develop a positive relationship.

Part B

Referring to your own knowledge and experience, reflect on how the experience has influenced your practice by identifying any limitations and future development needs.

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>The student provides a highly developed account of their actions where they worked at overcoming barriers and developing a relationship with a CYP.</p> <p>The student's skills and behaviours are highly consistent with intended application of knowledge to practice.</p> <p>The student was able to reflect on their performance to an exceptional degree by considering the challenges faced by a CYP and the strategies available to overcome barriers.</p> <p>The student's reflection of the scope of own role was comprehensive, allowing for a highly effective analysis of their own limitations and future development needs.</p>
3	11–15	<p>The student provides a developed account of their actions where they worked at overcoming barriers and developing a relationship with a CYP.</p> <p>The student's skills and behaviours demonstrate a consistent level with intended application of knowledge to practice.</p> <p>The student was able to reflect on their performance to a high degree by considering the challenges faced by a CYP and the strategies available to overcome barriers.</p> <p>The student's reflection of the scope of own role was detailed, allowing for an effective analysis of their own limitations and future development needs.</p>
2	6–10	<p>The student provides an account of their actions where they worked at overcoming barriers and developing a relationship with a CYP.</p> <p>The student's skills and behaviours demonstrate a sufficient level with intended application of knowledge to practice.</p> <p>The student was able to reflect on their performance to a satisfactory degree by considering the challenges faced by a CYP and the strategies available to overcome barriers.</p> <p>The student's reflection of the scope of own role was satisfactory, allowing for a sufficient analysis of their own limitations and future development needs.</p>

Band	Mark	Descriptor
1	1–5	<p>The student provides an account of their actions where they worked at overcoming barriers and developing a relationship with a CYP.</p> <p>The student's skills and behaviours lack a sufficient level with intended application of knowledge to practice.</p> <p>The student's ability to reflect on their performance was lacking consideration of the challenges faced by a CYP and the strategies available to overcome barriers.</p> <p>The student's reflection of the scope of own role lacked detail and offered a limited effective analysis of their own limitations and future development needs.</p>
	0	No creditworthy material.

Indicative content

- tries out strategies to overcome barriers which may negatively impact the development of a positive relationship
- shows awareness of a range of different strategies that can be used to overcome barriers
- understands the complexities of the challenges faced by a CYP
- understands how children can respond emotionally and behaviourally when experiencing a particular condition/treatment
- understands internal and external factors
- understands the need to strengthen and promote positive relationships between CYP and professionals
- reflects of the skills and attributes required to develop positive relationships with CYPs
- reflects of the scope of own role identifies their own limitations and future development needs, such as further training or development to support a skill or knowledge gap

Accept other appropriate responses.

Theme 3: wider network, multidisciplinary teams and roles and responsibilities

Understanding how the role of the children and young people’s (CYP) practitioner works with the wider network of professionals to support the care of the child or young person.

Question 5

Part A

Referring to your own knowledge and experience, describe a time when you experienced a situation when a CYP required intervention from a wider network of professionals. In your answer you should refer to the record keeping which would be required in this situation.

Part B

Referring to your own knowledge and experience, evaluate the strengths and weaknesses of the procedures and recordkeeping used for this intervention.

(12 marks)

Band	Mark	Descriptor
4	10–12	<p>The student provides a highly detailed account of the procedures and record keeping required in relation to child safety.</p> <p>The student’s analysis of the importance of accurately recording information is highly detailed, showing skills and behaviours highly consistent with intended application of knowledge to practice.</p> <p>The student’s consideration of key safeguarding procedures required by a multidisciplinary team is excellent</p>
3	7–9	<p>The student provides an account of the procedures and record keeping required in relation to child safety.</p> <p>The student’s analysis of the importance of accurately recording information is detailed, showing skills and behaviours consistent with intended application of knowledge to practice.</p> <p>The student’s consideration of key safeguarding procedures required by a multidisciplinary team is good.</p>
2	4–6	<p>The student provides a satisfactory account of the procedures and record keeping required in relation to child safety.</p> <p>The student’s analysis of the importance of accurately recording information is adequate, showing skills and behaviours sufficient with intended application of knowledge to practice.</p> <p>The student’s consideration of key safeguarding procedures required by a multidisciplinary team is satisfactory</p>

Band	Mark	Descriptor
1	1–3	<p>The student provides a limited account of the procedures and record keeping required in relation to child safety.</p> <p>The student’s analysis of the importance of recording information accurately is lacking, showing limited skills and behaviours with intended application of knowledge to practice.</p> <p>The student’s consideration of key safeguarding procedures required by a multidisciplinary team is underdeveloped.</p>
	0	No creditworthy material.

Indicative content

- shows awareness of the need for multidisciplinary teams
- participates in multi-agency shared communication
- understands safeguarding procedures in relation to child safety, for example:
 - adheres to child protection guidance and regulation
 - records word for word the safeguarding issue
 - completes safeguarding form accurately
 - maintains duty of care at all times
 - gains consent from CYP, parent/carer
- understands good practice when working as part of a team, for example, how they worked within their scope of role, and the importance of gaining clarification, where necessary
- notes actions required to improve/develop for future

Accept other appropriate responses.

Question 6

Part A

Referring to your own knowledge and experience, evaluate the support provided by multidisciplinary teams when issues must be recorded and escalated for the benefit of a child's or young person's safety.

Part B

Referring to your own knowledge and experience, reflect on how the experience has influenced your practice by identifying any limitations and future development needs.

(20 marks)

Band	Marks	Descriptor
4	16–20	<p>The student's understanding is highly developed, offering a wide range of issues that must be recorded and escalated when support is required from the wider network of multidisciplinary team.</p> <p>The student's evaluation of how the team responded to a CYP at risk is highly detailed, demonstrating an excellent understanding.</p> <p>The student provides an excellent understanding of best practice when following safeguarding procedures with a multidisciplinary team.</p>
3	11–15	<p>The student's understanding evidences good development, offering a good range of issues that must be recorded and escalated when support is required from the wider network of multidisciplinary team.</p> <p>The student's evaluation of how they responded to a CYP at risk is detailed, demonstrating a clear understanding.</p> <p>The student provides a good understanding of best practice when following safeguarding procedures with a multidisciplinary team.</p>
2	6–10	<p>The student's understanding evidences satisfactory development, offering a satisfactory range of issues that must be recorded and escalated when support is required from the wider network of multidisciplinary team.</p> <p>The student's evaluation of how they responded to a CYP at risk is sufficient, demonstrating a satisfactory understanding.</p> <p>The student provides a sufficient understanding of best practice when following safeguarding procedures with a multidisciplinary team.</p>

Band	Marks	Descriptor
1	1–5	<p>The student’s understanding is limited in development and examples lack sufficient explanation of the need to record and escalate issues when support is required from the wider network of multidisciplinary team.</p> <p>The student’s evaluation of how they responded to CYP at risk is limited, demonstrating a lack of understanding.</p> <p>The student provides a limited understanding of best practice when following safeguarding procedures with a multidisciplinary team.</p>
	0	No creditworthy material.

Indicative content

- understands the role of the CYP’s practitioner within a wider network of professionals
- understands scope of own role when escalating issues
- understands the need to share communication between multidisciplinary teams and respond to any questions where necessary
- understands current legal policy (Children’s Act)
- understands need to maintain confidentiality of information such as using correct terminology, grammar, spelling and punctuation and understanding the importance of recording information accurately
- understands good practice when assisting with delegated tasks, such as working as part of a team, for example, how they worked within their scope of role, and the importance of gaining clarification, where necessary
- understands when multidisciplinary care is less effective – factors that can inhibit multi-agency working (Lord Laming report – Victoria Climbié?)
- provides examples of issues from the wider network that must be recorded and escalated, for example:
 - child protection services: change CYP’s well-being; disclosure from anyone regarding potential abuse
 - mental health team: unusual change in the CYP’s behaviour
 - physiotherapist: issue with child or CYP’s mobility
 - hospital nutritionist: physiological measurements outside of normal range; change to CYP’s physical condition (poor nutrition or hydration)
 - relevant specialist: referral/advice relating to an ongoing condition (dentist/optician)
 - GP: more information about a CYP’s medical history; need to add to medical record
- reflect upon actions required to improve/develop for future

Accept other appropriate responses.

Performance outcome grid

Question	C-PO1	C-PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total
Theme 1							
1	3				6	3	12
2	6	2			4	8	20
Theme 2							
3				6	6		12
4		12				8	20
Theme 3							
5	6					6	12
6			10	10			20
Total	15	14	10	16	16	25	96
% weighting	13.5	10.5	22	11.5	30	12.5	100

Document information

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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	21 November 2023