

# T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

## Supporting the Care of Children and Young People

Assignment 3 - Professional discussion

Assignment brief

v1.3: Specimen assessment materials  
21 November 2023  
603/7066/X

Internal reference: HLTH-0008-01

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

# Supporting the Care of Children and Young People

## Assignment brief

Assignment 3

Professional discussion

## Contents

<b>Student instructions</b> .....	<b>3</b>
<b>Theme 1: using play or distraction techniques to provide care and support</b> .....	<b>4</b>
Question 1 .....	4
Question 2 .....	4
<b>Theme 2: working as part of a team</b> .....	<b>5</b>
Question 3 .....	5
Question 4 .....	5
<b>Theme 3: following good practice</b> .....	<b>6</b>
Question 5 .....	6
Question 6 .....	6
<b>Preparation templates</b> .....	<b>7</b>
<b>Document information</b> .....	<b>12</b>
Change History Record .....	12

## Student instructions

The themes and questions that will form the basis of the professional discussion for this series are below.

You have 45 minutes to read through this material and prepare notes for your response.

You have 1 hour to complete the professional discussion with the discussion supervisor.

You may refer to any experience or situation, either in the classroom or on work placement, in your answer. This could include:

- an action you have completed yourself
- something you observed that made an impact on you
- something you know that you can apply to the question

There are 3 templates provided, one for each theme, which you can use to take notes in preparation for your response.

You can use the same significant learning experience more than once if each theme also has one new learning experience. For example, you may have significant learning experiences that overlap more than one theme.

You will be asked 2 questions, which have part A and part B, for each theme. Each theme is worth 32 marks, made up of one 12 mark question and one 20 mark question. You should answer part A first, followed by part B when prompted.

The discussion supervisor will ask you up to 3 questions per theme throughout the discussion, plus an additional question to give you the opportunity to add or expand on any part of your response before progressing to the next theme. This is a requirement and does not necessarily reflect a poor or insufficient response.

You cannot return to discuss a theme once you have moved on to the next theme.

You may ask for a question to be repeated or clarified.

The professional discussion will be recorded, and the discussion marked by an external examiner. It should last no longer than 1 hour.

# Theme 1: using play or distraction techniques to provide care and support

Using a play or distraction technique to provide care and support and promote self-help and independence to CYP through a clinical or therapeutic procedure.

## Question 1

### Part A

Describe a situation when you have used an appropriate therapeutic play strategy or distraction technique to support a child or young person through a clinical or therapeutic procedure.

### Part B

Explain why an appropriate therapeutic play strategy or distraction technique provides care and support to a child or young person, referring to your own experience.

(12 marks)

## Question 2

### Part A

Explain how you have applied knowledge of person-centred care to help promote independence and self-help to the child or young person. You should refer to the situation in question 1 in your answer.

### Part B

Reflect on how this experience has influenced your practice by identifying any limitations and future development needs.

(20 marks)

## Theme 2: parenting skills and parent and child bond

Working as part of a team to support CYP and their carers specifically to assist in teaching parenting skills to promote and support health and wellbeing.

### Question 3

#### Part A

Describe the underlying principles behind different parenting skills that can be used to promote the parent and child/young person bond.

#### Part B

Explain these principles and how they can be used by practitioners to strengthen the parent and child/young person bond.

(12 marks)

### Question 4

#### Part A

Explain how you assisted in teaching parenting skills with the aim of promoting the health and wellbeing of a child or young person in your care.

#### Part B

Reflect on working as part of a team within the scope of your role and responsibilities and from this, identify any future developmental needs.

(20 marks)

## Theme 3: following good practice

Following good practice when assisting with designated clinical tasks, specifically undertaking 2 physiological measurements, including the importance of making reasonable adjustments for the child or young person and accurate record keeping.

### Question 5

#### Part A

Common physiological measurements include weight, height and body temperature. Referring to your own experience, identify 2 other common physiological measurements and outline the method you used to take them as part of designated clinical tasks assigned to you in the treatment of a child or young person.

#### Part B

Explain the importance of recording results of physiological measurements accurately. You **must** refer to the experience outlined in question **5A** in your response.

(12 marks)

### Question 6

#### Part A

Evaluate your experience of meeting the individual needs of a child or young person's reasonable adjustments during routine clinical tasks.

#### Part B

Analyse how you upheld good working practice when carrying out routine clinical tasks, identifying any areas for future development.

(20 marks)

# Preparation templates

## Theme 1

Describe what happened (when, where, who was present; what did you do; why were you in the situation; what did you want to happen?)

Blank response area for the first question.

How did you feel you impacted on the situation? (during, before and after; what did others feel during and after the situation; what do you think now?)

Blank response area for the second question.

Evaluate your experience (what went well/not so well; what was good/bad; what did you and others contribute positively or negatively?)

Blank response area for the third question.

Analyse what happened with reference to your own knowledge, skills and behaviours (why did things go well/not so well; what sense can be made of it; what knowledge do you/others have to help you understand the situation?)

Blank response area for the fourth question.

What conclusions can you draw from the situation? (what did you learn; how could it be more positive for everyone involved; what skills do you need to improve; what else could you have done?)

What actions are planned for next time? (what would you do differently in the same situation; how will you develop the skills required; how can you make sure you take the right steps?)

## Theme 2

Describe what happened (when, where, who was present; what did you do; why were you in the situation; what did you want to happen?)

How did you feel you impacted on the situation? (during, before and after; what did others feel during and after the situation; what do you think now?)



Evaluate your experience (what went well/not so well; what was good/bad; what did you and others contribute positively or negatively?)

Analyse what happened with reference to your own knowledge, skills and behaviours (why did things go well/not so well; what sense can be made of it; what knowledge do you/others have to help you understand the situation?)

What conclusions can you draw from the situation? (what did you learn; how could it be more positive for everyone involved; what skills do you need to improve; what else could you have done?)

What actions are planned for next time? (what would you do differently in the same situation; how will you develop the skills required; how can you make sure you take the right steps?)

### Theme 3

Describe what happened (when, where, who was present; what did you do; why were you in the situation; what did you want to happen?)

How did you feel you impacted on the situation? (during, before and after; what did others feel during and after the situation; what do you think now?)

Evaluate your experience (what went well/not so well; what was good/bad; what did you and others contribute positively or negatively?)

Analyse what happened with reference to your own knowledge, skills and behaviours (why did things go well/not so well; what sense can be made of it; what knowledge do you/others have to help you understand the situation?)

What conclusions can you draw from the situation? (what did you learn; how could it be more positive for everyone involved; what skills do you need to improve; what else could you have done?)

What actions are planned for next time? (what would you do differently in the same situation; how will you develop the skills required; how can you make sure you take the right steps?)

SAMPLE

## Document information

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

Copyright in this document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 2020-2023.

'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.

'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	Post approval, updated for publication.		January 2021
v1.1	NCFE rebrand		September 2021
v1.2	OS review Feb 23		February 2023
v1.3	Sample added as a watermark.	November 2023	21 November 2023