

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Mental Health Team

Assignment 1 – Case study

Mark scheme

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Assignment 1

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Past Paper

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

Past Paper

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 zero 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.

The indicative content is non exhaustive and should be used as an illustrative guide and not used as an exemplar or checklist.

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.

Scenario

You are working as a mental health support worker and are asked to assist in the care of Jake Roberts who has been referred to your mental health team by the local mental health assessment team.

You were present at the team meeting where his case was discussed.

The resources you need are:

Item A: assessment from local mental health service nurse

Item B: SBARD communication tool

Item C: wellbeing plan

Item D: recovery plan

Item E: care plan

Item F: Mind campaigns for better mental health

Item G: extract from coping with voices information leaflet

Item H: extract from mental health team patient notes

Task 1: assessment of the patient/situation

Scenario

At the team meeting you recently attended a referral was received for 21-year-old Jake Roberts.

Jake was referred to the mental health team by his GP for a full assessment of his mental health needs.

The mental health nurse has given you a copy of Jake's completed assessment from the local mental health service nurse (item A). As part of your professional development, the nurse has asked you to complete the SBARD communication tool (item B) to communicate to herself and the team the important information from the full assessment completed.

Task

The nurse asks you to use the information available to complete the situation, background, assessment, risk sections of the SBARD communication tool (item B)

As an extension of your professional development, the mental health nurse has asked you to consider what decisions and justifications you would make for Jake and complete the final sections of Item B, and they will consider these as part of his future care plans.

(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 assessment.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none">• demonstrates excellent accuracy, detail, and balanced analysis of evidence-based care in the context of the case study• includes fully complete and accurate documentation within the template guidance• makes recommendations that are reasoned, well-considered and contextualised• demonstrates detailed understanding of evidence-based principles and standards, including codes of conduct in mental health care• presents justification that reflects a highly comprehensive decision-making strategy, which clearly reflects the issues in the case study

Band	Mark	Descriptor
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the assessment.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates an accurate analysis of evidence-based care in the context of the case study • includes completed documentation within the template guidance – there may be 1 or 2 minor errors • makes recommendations that are logical and mostly contextualised • demonstrates good understanding of evidence-based principles and standards, including codes of conduct in mental health care • presents justification that reflects an identifiable decision-making strategy, which reflects the issues in the case study
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the assessment.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates an analysis with satisfactory detail of evidence-based care in the context of the case study – there may be occasional errors that do not impede understanding • includes completed documentation with frequent errors in content and in the use of the template guidance • makes recommendations that are inconsistently contextualised • demonstrates satisfactory understanding of evidence-based principles and standards, including codes of conduct in mental health care • presents justification that reflects a moderate decision-making strategy, which reflects the issues in the case study
1	1–5	<p>A basic response overall with little focus on the key demands of the assessment.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a basic, superficial analysis of evidence-based care in the context of the case study • includes partially completed documentation • makes recommendations that are weak and uncontextualized in places • demonstrates tenuous understanding of evidence-based principles and standards, including codes of conduct in mental health care • presents limited justification that reflects a vague decision-making strategy which demonstrates limited application to the issues in the case study
	0	No creditworthy material.

Indicative content

- completes the SBARD communication tool with relevant information in the summary of Jake's mental health:
 - S (situation) when/where seen, context
 - B (background) diagnosis, problems, history such as voice hearing experience, poor sleep pattern, change in behaviours, weight loss, poor motivation, concerns from mother, substance use, distress, reduced function, social withdrawal
 - A (assessment) mental state, consent
 - R (risk), severity, safeguards such as irritability, voices telling him to self-harm/end life, no intent, distressed, weight loss, isolation, cannabis use
 - D (decision) plan, medication,
 - follow-up summarises Jake's mental health state
 - low mood
 - poor motivation
 - depressed
- justifies the actions identified in the 'decisions' section of the SBARD communication tool

Accept any other appropriate responses.

Task 2: goals/patient outcomes/planned outcomes

Scenario

Jake was asked to complete a wellbeing plan (item C) after the initial meeting with the local mental health services. You have been asked to follow this up to help complete a recovery plan (item D).

Task

You need to consider Jake's situation from a holistic point of view and complete his recovery plan (item D).

You should:

- identify **3** goals for Jake
- recommend **2** actions for **each** goal that you have identified

Consider what Jake thinks are his main needs using a collaborative approach. The actions should use Jake's strengths and achievements.

Identify who may be responsible for supporting Jake with goals including health professionals and others who may be involved.

Consider any barriers Jake may need to overcome.

(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 goals and planned outcomes.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none">• demonstrates excellent accuracy, detail, and balanced analysis of evidence-based care in the context of the case study• includes fully complete and accurate documentation within the template guidance• includes an accurate and appropriate explanation that evidences excellent understanding of the goals and planned outcomes in the case study• presents a highly comprehensive decision-making strategy, which clearly reflects the needs in the case study• makes recommendations that are reasoned, well-considered and contextualised• demonstrates detailed understanding of the roles of mental health and multidisciplinary professionals

Band	Mark	Descriptor
3	11–15	<p>A good, coherent response overall that is focused on the key goals.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates accurate analysis of evidence-based care in the context of the case study • includes completed documentation, there may be 1 or 2 errors, including within the template guidance • includes an accurate and appropriate explanation that evidences a good understanding of the goals and planned outcomes in the case study • presents an identifiable decision-making strategy, which reflects the needs in the case study • makes recommendations that are logical and mostly contextualised • demonstrates good understanding of the roles of mental health and multidisciplinary professionals
2	6–10	<p>An adequate response overall that is focused on some of the key goals and planned outcomes.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a satisfactory analysis of evidence-based care in the context of the case study • includes completed documentation, there may be a number of errors, including within the template guidance • includes an explanation that evidences a moderate understanding of the goals and outcomes in the case study • presents an identifiable decision-making strategy, which reflects the needs in the case study • makes recommendations that are inconsistent and poorly contextualised • demonstrates satisfactory understanding of the roles of mental health and multidisciplinary professionals

Band	Mark	Descriptor
1	1–5	<p>A basic response overall with little focus on the key goals and planned outcomes.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> demonstrates a basic, superficial analysis of evidence-based care in the context of the case study includes partially completed documentation, including within the template guidance includes a partially accurate and appropriate explanation that evidences insufficient understanding of the goals and outcomes in the case study presents a vague decision-making strategy, lacking in sufficient application to the issues in the case study makes recommendations that are weak and uncontextualised demonstrates tenuous understanding of the roles of mental health and multidisciplinary professionals
	0	No creditworthy material.

Indicative content

- clearly evidences attempts at collaboration
- identifies Jake's goals such as:
 - to get back to my university college course
 - to get back to playing basketball
 - to have another relationship one day
 - to be able to sleep
 - to stop hearing the voice
- completes Jake's recovery plans with a focus on his strengths such as mother, sister, and good friends from basketball, university course, listening to music, being a likeable character, a committed individual, determined, able to differentiate between positive/negative influences
- completes Jake's recovery plans with a focus on his achievements such as basketball, getting back to university
- identifies the professionals who are responsible for supporting Jake such as GP, mental health team, mental health nurse, mental health support worker, occupational therapist
- identifies appropriate family members and friends (for example, Jake's mother, basketball team, university tutor) who can support Jake
- identifies Jake's barriers and how to overcome them such as:
 - his ongoing and heavy cannabis use

- fear around the voice hearing experience
- his confidence and self-esteem

It may be that some answers related to goals are sometimes referred to in actions and vice-versa. This is common in practice and should not be unduly penalised unless it results in a chaotic organisation of ideas that are extremely difficult to interpret.

Accept any other appropriate responses.

Past Paper

Task 3: care/treatment/support plan

Scenario

Jake attended his third appointment with the mental health team today, accompanied by his mother. They were seen by you and the nurse. The nurse has asked you to help write Jake's care plan.

Task

Using Item F & Item G complete all sections of the care plan (Item E) including information about actions and treatments that may be suitable for Jake and why.

(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 a support or care plan.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none">• demonstrates excellent accuracy, detail, and balanced analysis of the treatment options in the context of the case study• demonstrates highly accurate and appropriate understanding of treatment options in the context of the case study• presents a discussion that reflects a highly comprehensive decision-making strategy, which clearly reflects the issues in the case study• makes recommendations that are reasoned, well-considered and contextualised• demonstrates a detailed understanding of best practice and needs relevant to the case study

Band	Mark	Descriptor
3	11–15	<p>A good, coherent response overall that is focused on the key demands of a support or care plan.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates accurate analysis of the treatment options in the context of the case study • demonstrates accurate and appropriate understanding of the treatment options in the context of the case study • presents a discussion that reflects an identifiable decision-making strategy, which reflects the issues in the case study • makes recommendations that are logical and mostly contextualised • demonstrates a good understanding of relevant best practice and needs relevant to the case study
2	6–10	<p>An adequate response overall that is focused on some of the key demands of the care or support plan.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a satisfactory analysis of the treatment options in the context of the case study • demonstrates moderate understanding of treatment options in the context of the case study • presents a discussion that reflects an identifiable decision-making strategy, which reflects the needs of the issues in the case study • makes recommendations that are inconsistent and poorly contextualised • demonstrates a satisfactory understanding of relevant best practice and needs in the case study
1	1–5	<p>A basic response overall with little focus on the key demands of a support or care plan.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a limited analysis of the treatment options in the context of the case study • demonstrates partially accurate and appropriate understanding of treatment options in the context of the case study • presents a limited discussion that reflects an identifiable decision-making strategy, lacking in sufficient application to the issues in the case study • makes recommendations that are weak and uncontextualised • demonstrates a tenuous understanding of relevant best practice and needs in the case study

Band	Mark	Descriptor
	0	No creditworthy material.

Indicative content

- accurately complete all sections of the care plan
- identifies Jake's needs such as:
 - to get back to my university college course
 - to get back to playing basketball
 - to have another relationship one day
 - to be able to sleep
 - to stop smoking cannabis
 - to stop hearing the voice
 - enjoy food
 - treatment
- identifies aims such as:
 - sleep for 7 hours each night
 - complete university
 - be part of the basketball team and participate in matches
 - enjoy at least one meal a day
 - increase confidence
 - stop cannabis use
- identifies actions such as:
 - attend university, increase attendance
 - attend the gym twice a week
 - attend basketball practice once a week
 - practice sleep meditation
 - attend CBT sessions regularly
 - attend local drug service
- identifies timescales such as:
 - days/weeks/months
- identifies responsibility such as:
 - Jake
 - mum
 - GP
 - mental health team
 - support worker
- gives justifications such as:
 - clear and logical links between needs, aims, actions, and responsibilities

- clear links with Jakes strengths
- clear links to mum's needs
- suggests treatment and interventions such as:
 - engagement with local drug service
 - voice hearing coping strategies
 - sleep hygiene techniques
 - motivational interviewing strategies
 - graded exposure support
 - adapted CBT techniques
 - other suitable tips from 'coping with voices' sheet and Mind charity website link
- summarises the suitability of:
 - medication, such as it can be given with other therapy treatments
 - CBT, such as delivery is flexible (for example, face to face, telephone, skype, group settings, virtual reality, or avatar) this flexibility may help Jake with ability to self-learn

Accept any other appropriate responses.

It may be that some answers related to goals are sometimes referred to in actions and vice-versa. This is common in practice and should not be unduly penalised unless it results in a chaotic organisation of ideas that are extremely difficult to interpret.

Task 4: evaluation/monitoring effectiveness/clinical effectiveness

Scenario

Jake has now been involved with the mental health team for 3 months. He is due a care plan review next week.

The nurse has asked you to visit Jake before his review and speak to him and his mother about what he feels is working and whether there are any changes that need to be made to his care plan.

Task

Item E is Jake's completed care plan from task 3.

Item H is the extract from mental health team patient notes.

Using item E and H, evaluate Jake's progress until now. Identify any gaps and future goals.

(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>Student provides an answer that:</p> <ul style="list-style-type: none">• demonstrates excellent accuracy, detail, and balanced analysis of evidence-based care in the context of the case study• includes fully complete and accurate documentation within the template guidance• includes an accurate and appropriate explanation that evidences excellent understanding of the needs of the evaluation• makes recommendations that are reasoned, well-considered and contextualised• demonstrates detailed understanding of person-centred care principles and standards

Band	Mark	Descriptor
3	11–15	<p>A good, coherent response overall that is focused on the key demands of the evaluation.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates an accurate analysis of evidence-based care in the context of the case study • includes complete and accurate documentation – there may be 1 or 2 errors, including within the template guidance • includes an accurate and appropriate explanation that evidences good understanding of the needs of the evaluation • makes recommendations that are logical and mostly contextualised • demonstrates good understanding of person-centred care principles and standards
2	6–10	<p>An adequate response overall that is focused on the key demands of the evaluation.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a satisfactory analysis of evidence-based care in the context of the case study • includes completed documentation – there may be a number of errors, including within the template guidance • includes an explanation that evidences moderate understanding of the needs of the evaluation • makes recommendations that are inconsistent and poorly contextualised • demonstrates satisfactory understanding of person-centred care principles and standards
1	1–5	<p>A basic response overall with little focus on the key demands of the evaluation.</p> <p>Student provides an answer that:</p> <ul style="list-style-type: none"> • demonstrates a basic, superficial analysis of evidence-based care in the context of the case study • includes partially completed documentation, including within the template guidance • includes partially accurate and appropriate explanation that evidences a limited understanding of the needs of the evaluation • makes recommendations that are weak and uncontextualised • demonstrates tenuous understanding of person-centred care principles and standards
	0	No creditworthy material.

Indicative content

- identifies progress such as:
 - attending university, attendance increased
 - attending gym once a week
 - attending CBT
 - cannabis reduction
 - listening to music helps distract from voices and aid sleep
- identifies gaps such as:
 - support mentor at university
 - explore medication
 - increase fitness to attending gym twice a week
 - attend weekly meetings at local drugs service
 - identify other sleeping strategies
 - increase Jake's confidence socially
 - support Jake in going outside
 - introduce a rewards system to motivate Jake
- identifies future goals such as:
 - complete university
 - consider options after completing university
 - continue attending CBT
 - completely stop cannabis use
 - to explore possibility of starting medication as Jake is now open to this idea
 - to stop the graded exposure work
 - reduction in voice hearing experience
 - continue with hobbies/socialisation
 - continue to engage with drug worker
 - attend hearing voices group
- **Accept any other appropriate responses.**

Performance outcome grid

Question	C-PO1	C-PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total
1	7	1	4	6	1	1	20
2	5	2	0	6	5	2	20
3	1	3	0	7	6	3	20
4	3	2	3	4	0	8	20
Total	16	8	7	23	12	14	80
% weighting	20	8.75	9	28.75	15	17.5	100

Document information

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