

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

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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: using play or distraction techniques to provide care and support

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)

Band	Mark	Descriptor
4	10–12	<p>The student provides a highly detailed description of an appropriate therapeutic and/or distraction technique that can be used with CYP in health and care settings to support clinical procedures.</p> <p>The student's explanation of techniques and distractions to support CYP before, during and after clinical procedures is highly detailed and offers appropriate examples of the positive impact they provide.</p> <p>The student's explanation of how they have used a technique or distraction to support a child or young person 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 therapeutic and/or distraction technique that can be used with CYP in health and care settings to support clinical procedures.</p> <p>The student's explanation of techniques and distractions to support CYP before, during and after clinical procedures is good and offers appropriate examples of the positive impact they provide.</p> <p>The student's explanation of how they have used a technique or distraction to support a child or young person suggests a good level of skills and behaviours consistent with actual or intended application of knowledge to practice.</p>

Band	Mark	Descriptor
2	4–6	<p>The student provides a description with satisfactory detail of an appropriate therapeutic and/or distraction technique and offers a limited range of examples that can be used with CYP in health and care settings to support clinical procedures.</p> <p>The student's explanation of techniques and distractions to support CYP before, during and after clinical procedures 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 technique or distraction to support a child or young person 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 therapeutic and/or distraction technique that can be used with CYP in health and care settings to support clinical procedures is lacking in detail.</p> <p>The student's explanation of techniques and distractions to support CYP before, during and after clinical procedures 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 technique or distraction to support a child or young person 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 types of therapeutic play and techniques such as painting, music or role play
- play and distraction techniques can overlap and need to be age appropriate, considering the needs and abilities of the individual child or young person
- the student will explain when play or distraction techniques would be used to help the child or young person understand and cope - this could be before, during and after clinical procedures and include, for example, medical play strategies to help reduce anxiety around procedures or surgery
- the student will explain how therapeutic play and distraction techniques can have a positive impact on CYP including, for example, to help with cooperation during clinical procedures to reduce time spent in procedures, and to ease anxiety around changing wound dressings
- the student presents appropriate strategies and techniques to explain procedures in a clear and unambiguous way, considering factors
- the student presents strategies to support communication skills, for example, the use of pictures and symbols, and considers factors such as age appropriateness
- the student will use active listening to encourage contributions and feedback from the child and young person to engage them within the care process

Accept other appropriate responses.

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, identifying any limitations and future development needs.

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>The student offers a highly detailed explanation using relevant examples showing how they provided person-centred care to support comfort and wellbeing to a child or young person.</p> <p>The student provides a highly detailed understanding of person-centred care and the impact it has on assisting a child or young person'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 person-centred care to support comfort and wellbeing to a child or young person.</p> <p>The student provides a good understanding of person-centred care and the impact it has on assisting a child or young person'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 person-centred care to support comfort and wellbeing to a child or young person.</p> <p>The student provides a satisfactory understanding of person-centred care and the impact it has on assisting a child or young person'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 person-centred care to support comfort and wellbeing to a child or young person.</p> <p>The student provides a lack of understanding of person-centred care and the impact it has on assisting a child or young person'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

Help to promote self-help and independence of CYP before, during or after procedures:

- provide person-centred care to CYP before, during and after clinical procedures including, for example, providing information before a procedure
- during procedures, examples might include ensuring that the CYP is involved in the procedure, where appropriate
- after procedures, examples might include helping the CYP to manage their condition, such as taking medications on time, or teaching how to use an insulin pen independently
- provide person-centred care to CYP before, during and after clinical procedures, ensuring that they have considered 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: parenting skills and parent and child bond

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)

Band	Mark	Descriptor
4	10–12	<p>The student's description of the key underlying principles of attachment theory to promote positive attachments between carer and CYP is highly detailed and shows an excellent understanding of influences in attachment such as process, type and difficulties, and how this can impact on the health and wellbeing of the CYP.</p> <p>The student's explanation of the use of parenting skills to help strengthen and promote a positive attachment between CYP and care giver is fully developed and gives highly detailed explanation of multiple entirely relevant examples to demonstrate understanding.</p> <p>The student has suggested a very high level of skills and behaviours consistent with actual or intended application of knowledge to practice.</p>
3	7–9	<p>The student's description of the underlying principles of attachment theory to promote positive attachments between carer and CYP is detailed and shows a good understanding of influences in attachment such as process, type and difficulties, and how this can impact on the health and wellbeing of CYP.</p> <p>The student's explanation of the use of parenting skills to help strengthen and promote a positive attachment between CYP and care giver is developed and gives good explanation of multiple mostly relevant examples to demonstrate understanding.</p> <p>The student has suggested a high level of skills and behaviours consistent with actual or intended application of knowledge to practice.</p>

Band	Mark	Descriptor
2	4–6	<p>The student’s description of underlying principles of attachment theory to promote positive attachments between carer and CYP is sufficient and shows a satisfactory understanding of influences in attachment such as process, type and difficulties, and how this can impact on the health and wellbeing of CYP.</p> <p>The student’s explanation of the use of parenting skills to help strengthen and promote a positive attachment between CYP and care giver is limited in development and gives a satisfactory explanation of some relevant examples to demonstrate understanding.</p> <p>The student has suggested 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 underlying principles of attachment theory to promote positive attachments between carer and CYP is lacking in detail. It shows a limited understanding of influences in attachment such as process, type and difficulties, and how this can impact on the health and wellbeing of CYP.</p> <p>The student’s explanation of the use of parenting skills to help strengthen and promote a positive attachment between CYP and care giver is underdeveloped and lacks a satisfactory explanation of any relevant examples to demonstrate understanding.</p> <p>The student has suggested a poor level of skills and behaviours consistent with actual or intended application of knowledge to practice.</p>
	0	No creditworthy material.

Indicative content

The key principles in attachment theory are considered in helping to strengthen and promote positive attachments between CYP and carers:

- key principles include the parent or primary care giver as a source of comfort and providing love and affection
- provides unconditional love

Able to respond in a timely manner to the child:

- understanding how children can respond emotionally and behaviourally when separated from parents/primary care giver in hospital or care settings, for example, crying and protesting
- understanding the key principles of a range of parenting skills that help to promote and strengthen the bond between CYP and the primary carer showing physical affection, for example, cuddling

Accept other appropriate responses.

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)

Band	Mark	Descriptor
4	16–20	<p>The student provides a highly developed account of their actions where they assisted in teaching a parenting skill to promote the wellbeing of 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 reflecting upon the scope of their role and how this fits within the responsibilities of others within the team and complies with legislation, policy and protocols, and was able to demonstrate very high awareness of when to seek advice.</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 assisted in teaching a parenting skill to promote the wellbeing of 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 reflecting upon the scope of their role and how this fit within the responsibilities of others in the team and complies with legislation, policy and protocols, and was able to demonstrate high awareness of when to seek advice.</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>

Band	Mark	Descriptor
2	6–10	<p>The student provides an account of their actions where they assisted in teaching a parenting skill to promote the wellbeing of CYP which is satisfactorily developed.</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 reflecting upon the scope of their role and how this fits within the responsibilities of others within the team and complies with legislation, policy and protocols, and was able to demonstrate satisfactory awareness of when to seek advice.</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>
1	1–5	<p>The student provides an account of their actions where they assisted in teaching a parenting skill to promote the wellbeing of CYP which is limited in development.</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 reflection on the scope of their role and how it fits within the responsibilities of others within the team and complies with legislation, policy and protocols, and lacked awareness of when to seek advice.</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

- assist with teaching parenting skills, for example, working as part of a team in assisting the teaching of parenting skills to carers of CYP
- understand the key principles of a range of parenting skills that help to promote and strengthen the bond between CYP and the primary carer
- understand how children can respond emotionally and behaviourally when separated from parents/primary care giver in hospital or care settings
- understand theorists and their key principles in attachment:
 - the key principles in attachment theory are considered in helping to strengthen and promote positive attachments between CYP and carers
- reflection on their performance identifies scope and boundaries of their role and demonstrates examples of how this fits within the responsibilities of others within the team, for example escalating a safeguarding concern, considering local protocols and procedures
- reflection 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: following good practice

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)

Band	Mark	Descriptor
4	10–12	<p>The student provides a highly detailed account of 2 physiological measurements they have carried out and the methods used as part of designated clinical tasks for CYP appropriate to role.</p> <p>The student's analysis of the importance of accurately recording results of physiological measurements is highly detailed, showing skills and behaviours highly consistent with intended application of knowledge to practice.</p> <p>The student's consideration of key good practice indicators is fully developed when assisting with delegated clinical tasks for CYP, demonstrating excellent skills and behaviours to ensure good practice techniques within own role.</p>
3	7–9	<p>The student provides an account with good detail of 2 physiological measurements they have carried out and the methods used as part of designated clinical tasks for CYP appropriate to role.</p> <p>The student's analysis of the importance of recording results accurately of physiological measurements is detailed, showing skills and behaviours consistent with intended application of knowledge to practice.</p> <p>The student's consideration of key good practice indicators is developed when assisting with delegated clinical tasks for CYP, demonstrating good skills and behaviours to ensure good practice techniques within own role.</p>

Band	Mark	Descriptor
2	4–6	<p>The student provides a satisfactory account of 2 physiological measurements they have carried out and the methods used as part of designated clinical tasks for CYP appropriate to role.</p> <p>The student’s analysis of the importance of recording results accurately of physiological measurements is adequate, showing skills and behaviours sufficient with intended application of knowledge to practice.</p> <p>The student’s consideration of key good practice indicators is limited in development when assisting with delegated clinical tasks for CYP, demonstrating satisfactory skills and behaviours to ensure good practice techniques within own role.</p>
1	1–3	<p>The student provides a limited account of 2 physiological measurements they have carried out and the methods used as part of designated clinical tasks for CYP appropriate to role.</p> <p>The student’s analysis of the importance of recording results accurately of physiological measurements is lacking, showing limited skills and behaviours with intended application of knowledge to practice.</p> <p>The student’s consideration of key good practice indicators is underdeveloped when assisting with delegated clinical tasks for CYP, demonstrating a lack of skills and behaviours to ensure good practice techniques within own role.</p>
	0	No creditworthy material.

Indicative content

- use common physiological measurements and normal ranges such as blood pressure (120/80) and breathing rate (12 to 20 breaths per minute)
- use methods and equipment used to measure physiological measurements such as pulse oximeter - oximeter used on index finger and blood pressure - sphygmomanometer and stethoscope used on upper arm
- record the results of physiological monitoring and measurement using relevant documentation, including using correct documentation for each measurement, for example, blood pressure charts
- maintain confidentiality of information such as using correct terminology, grammar, spelling and punctuation and understanding the importance of recording results, including:
 - reflect upon their experiences of undertaking 2 physiological measurements including description of methods used, for example, physiological measurement type, and skills used in the process
 - understand 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
 - actions required to improve/develop for future

Accept other appropriate responses.

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)

Band	Marks	Descriptor
4	16–20	<p>The student's understanding is highly developed, offering a wide range of examples to explain the need to make reasonable adjustments when carrying out routine tasks with CYP.</p> <p>The student's evaluation of how they responded to CYP's individual needs during routine clinical tasks is highly detailed, demonstrating an excellent understanding.</p> <p>The student provides an excellent understanding of best practice when working with CYP and assessment of own actions was comprehensive and fully developed, allowing for a highly effective analysis of their individual performance.</p>
3	11–15	<p>The student's understanding evidences good development, offering a good range of examples to explain the need to make reasonable adjustments when carrying out routine tasks with CYP.</p> <p>The student's evaluation of how they responded to CYP's individual needs during routine clinical tasks is detailed, demonstrating a clear understanding.</p> <p>The student provides a good understanding of best practice when working with CYP and assessment of own actions was clear and developed, allowing for an effective analysis of their individual performance.</p>
2	6–10	<p>The student's understanding evidences satisfactory development, offering satisfactory examples to explain the need to make reasonable adjustments when carrying out routine tasks with CYP.</p> <p>The student's evaluation of how they responded to CYP's individual needs during routine clinical tasks is sufficient, demonstrating a satisfactory understanding.</p> <p>The student provides a sufficient understanding of best practice when working with CYP and assessment of own actions was limited in development, allowing for a satisfactory analysis of their individual performance.</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 make reasonable adjustments when carrying out routine tasks with CYP.</p> <p>The student's evaluation of how they responded to CYP's individual needs during routine clinical tasks is limited, demonstrating a lack of understanding.</p> <p>The student provides a limited understanding of best practice when working with CYP and assessment of own actions were underdeveloped, allowing for a limited analysis of their individual performance.</p>
	0	No creditworthy material.

Indicative content

- understand the purpose and need to make reasonable adjustments for children and young people when undergoing clinical tasks, including:
 - ability to carry out procedure easily, for example, remove barriers
 - reduce anxiety of the child or young person, for example, increase engagement
 - allow clinical tasks to be carried out effectively
 - increase compliance from CYP
 - provide effective care
- identify good practice when making reasonable adjustments for CYP, including:
 - gaining CYP consent
 - listening actively to CYP and providing feedback
 - asking and responding to questions to maintain clarity
 - following health and safety guidance, for example, identifying any risks
 - following infection control guidance, for example, wearing PPE
- handle information appropriately in relation to clinical tasks, including:
 - recording, for example, accurately and legibly
 - storing
 - confidentiality
 - local and national policies
 - data protection

Performance outcome grid

Question	C-PO1	C-PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total
Theme 1							
1					12		12
2	13				7		20
Theme 2							
3						12	12
4		10			10		20
Theme 3							
5			8	4			12
6			13	7			20
Total	13	10	21	11	29	12	96
% weighting	13.5	10.5	22	11.5	30	12.5	100

Document information

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

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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