



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Mental Health Team

Assignment 2 - Pass

Guide standard exemplification materials

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Guide standard exemplification materials

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Assignment 2

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Introduction

The material within this document relates to the Supporting the Mental Health Team occupational specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a pass or distinction grade.

The assessor commentary is provided to detail the judgements assessors will undertake when assessing the student's work. This is not intended to replace the information within the qualification specification and providers must refer to this for the content.

In assignment 2, the student must demonstrate practical skills that are vitally important for any future role in the healthcare sector and must work in ways typical to the workplace.

After each live assessment series, authentic student evidence will be published with assessor commentary across the range of achievement.

Practical activity scenario 1

This practical activity scenario requires you to:

OPA3: Observe and record an individual's verbal and non-verbal communication recognising how it may be relevant to the individual's condition.

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station.

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 35 minutes.

Brief

This is the first meeting you have with a new individual within an adult day service setting.

As part of the mental health team, you will be supporting an individual with mental health issues on a weekly basis.

You need to help them build their confidence and social skills.

You have been asked to meet with the individual to introduce yourself and find out more about them before you start working together. The individual is waiting in the reception area of the day centre.

You have been allocated a room to have your meeting in, but you are not sure of the layout.

Task

You are required to conduct a first meeting with the individual. You have up to 15 minutes to complete the interview.

Using the grid in item A, devise a series of questions that will help you to find out information about the individual.

You have 15 minutes to devise the questions, which should focus on the following objectives:

- 1) general introductory questions to help the individual feel comfortable
- 2) some information about their personal and social circumstances
- 3) establish what they would like to achieve from the weekly support with you

As part of your preparation, you should also identify the key communication techniques that will help you build rapport and trust with the individual for this first meeting.

The meeting will then take place in the available room at the day centre with the individual, you should write their responses in the space provided in item A.

Supporting information

This practical activity scenario involves role play. The individual will be played by a member of staff.

You have been given a grid to identify the key communication techniques, devise questions and record the responses (item A).

The individual is seated in the waiting area.

You have access to the following equipment:

- an office, with 3 chairs and a table
- a clock

Performance outcome

This practical activity scenario assesses:

PO1: Provide care and support to individuals with mental health conditions

PO2: Assist the mental health team with mental health tasks and therapeutic interventions

PO3: Promote mental wellbeing

Student evidence

Item A: questions for first meeting with the individual

Questions	Response (recording verbal and non-verbal communication)	Key communication techniques
Can you tell me your name?	My name is... (looks shy).	Eye contact Listening Friendly - smile
How are you today?	I'm ok, not too bad (speaking quietly).	Eye contact Listening Friendly - smile
Can you tell me how old you are?	I am ... years old.	Eye contact Listening Friendly - smile
Where do you live?	I live at... (looks nervous as fiddling with fingers).	Eye contact Listening Friendly - smile
Do you have any friends?	Um yes I have a friend called...and a friend called...(seems more confident).	Eye contact Listening Friendly - smile
Do you have any family?	Yes, I have my....	Eye contact Listening Friendly - smile
Do you belong to any clubs?	No.	Eye contact Listening Friendly - smile
What do you like doing?	I like cycling and cooking (looks happier).	Eye contact Listening Friendly - smile

Questions	Response (recording verbal and non-verbal communication)	Key communication techniques
How confident are you?	I'm not as confident as I would like to be. I would like to be more confident.	Eye contact Listening Friendly - smile
What are you confident doing?	I'm not sure, maybe cooking.	Eye contact Listening Friendly - smile
What are you not confident doing?	Most things really, even coming here was difficult.	Eye contact Listening Friendly - smile
What do you want to achieve in our weekly sessions?	I would like to be more confident and be more social, like joining a cycling club.	Eye contact Listening Friendly - smile

Practical activity scenario 2

This practical activity scenario requires you to:

OPA6: Assist registered practitioners to implement strategies to support individuals with mental ill health.

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station.

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 35 minutes.

Brief

Mental health care provides a range of support groups and courses to help individuals manage emotions and behaviours.

Such groups include stress, anxiety, and anger management.

An individual you have recently started supporting has been referred to an anger management course being run by the local NHS Trust.

Task

Your line manager has given you some basic anger management course details (item B) to share with the individual.

Discuss this information with the individual and outline 3 anger management strategies that are typically used to help individuals understand and manage their feelings of anger.

You have up to 15 minutes to prepare and make notes before having the discussion with the individual. During your preparation you should also identify key safe working practices you need to consider when working with a potentially angry individual. You should use item C to write your notes.

You will then have up to 15 minutes for the discussion with the individual. The individual will be seated in the waiting area.

Supporting information

This practical activity involves role play. The individual will be played by a member of staff.

You have been given details of an anger management course (item B) and a place to write your notes (item C).

You have access to the following equipment:

- a desk, with 2 chairs
- a clock

Performance outcome

This practical activity scenario assesses:

PO1: Provide care and support to individuals with mental health conditions

PO2: Assist the mental health team with mental health tasks and therapeutic interventions

PO3: Promote mental wellbeing

Student evidence

Item C: notes

Use this page to make your notes before having a discussion with the individual. As part of this preparation, you should identify key safe working practices you need to consider when working with a potentially angry individual.

Key safe working practices to consider when working with anger:

Telling my colleagues about my concerns.

Making sure there are plenty of staff around.

- talk about anger management course details from script
- 3 anger management strategies
- breathing technique:
 - look at controlled breathing
 - deliberately slow breathing
 - count slowly to 4 as you inhale
 - count slowly to 6 as you exhale
 - try and relax
- cognitive behavioural therapy (CBT):
 - talking therapy to help manage your problems - anger
 - anger diary to identify your triggers (worksheets to help with CBT)
 - plan new behaviour and the way you think
- visualisation technique:
 - visualisation to calm self
 - try and relax, close your eyes
 - listen and focus on my voice and the visualisation
 - beach visualisation, white, sandy, turquoise water, blue sky
 - sound of waves

The record of the student's discussion is as follows:

Hi, my name is ... and I am going to share with you some details about the anger management course we run here. Can I just confirm your name? Ok, well I thought I would share with you the details of an anger management course we have here. Here at the Roland Centre we run anger management courses to help with your anger. The course we run is on Tuesdays from 6:30pm to 8pm and is for 6 sessions. Each week is different. On week 1 we just do introductions and look at what anger means. On week 2, we look at what makes us angry, and we look at our personal triggers. On week 3, we look at responses to anger and how we respond to anger. On week 4, we look at the impact of anger. Week 5, we look at strategies to manage anger and on week 6 we look at the whole course and conclude. I'm now going to go through 3 different strategies that are used for anger management. Firstly, I'm going to take you through a simple breathing technique.

This breathing technique is to help you relax and control your breathing. I would like you to get comfortable in the chair and listen carefully to my voice. Can you try and block out any other noises you can hear, like the traffic and birds? This is a very quiet room, and I would like you to concentrate on my voice and your breathing. Ok, can you take a deep breath in through your nose and count to 4 - 1, 2, 3, 4 and breathe out through your mouth for 6 - 1, 2,

3, 4, 5, 6. Again, take a deep breath in through your nose and count to 4 - 1, 2, 3, 4 and breathe out through your mouth for 6 - 1, 2, 3, 4, 5, 6. Again, take a deep breath in through your nose and count to 4 - 1, 2, 3, 4 and breathe out through your mouth for 6 - 1, 2, 3, 4, 5, 6. Again, take a deep breath in through your nose and count to 4 - 1, 2, 3, 4 and breathe out through your mouth for 6 - 1, 2, 3, 4, 5, 6. As you are breathing in, can you now feel any tension in your body, breathe in through your nose, as you breathe out can you try and relax any muscles where you feel tension. I would like you to practise breathing again and let any tension go in your body.

Now I'm just going to talk you through another strategy for anger management called cognitive behavioural therapy. With CBT it's useful if you keep a diary of when you feel angry. So, for example, you would write down when you felt angry, how you felt and what you were doing at the time. You would then bring this diary to your weekly session and we would look at identifying triggers. When we know what your triggers are then we can look at how we can change your behaviour.

I'm now going to do a visualisation with you. You need to listen carefully to my voice and focus on the visualisation, imagine you are there. Can you close your eyes and take a deep breath in and then out, another deep breath in and then out, and another deep breath in and then out and another? I would like you to imagine you are sitting on the most beautiful and relaxing beach. You are sitting on a comfortable chair and looking out to the ocean, the water is turquoise, and you can see the blends of deep blues and greens in the water. Now listen to the water. Relax into your chair as you are now feeling relaxed. The blue sky has no clouds. Can you take another deep breath in and then out, another deep breath in and then out, another deep breath in and then out and another? You feel very calm. Can you open your eyes as we have now finished?

Practical activity scenario 3

This practical activity scenario requires you to:

OPA7: Assist registered practitioners to implement appropriate and individual strategies to promote mental and physical wellbeing.

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station.

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 35 minutes.

Brief

In the UK, 1 in 6 people report experiencing a common mental health problem such as anxiety in any given week (www.mind.org.uk, 2019).

The community mental health team run a monthly support class for service users who experience a range of anxiety disorders.

You have been supporting the lead mental health nurse with these support classes.

You work with individuals on a 1:1 basis and go through various interventions to help them understand how they can respond and cope with anxiety.

This is the third session with one of the individuals you have been working with. You have both just entered the office where the 1:1 sessions are held.

Task

Discuss with the individual about what anxiety is and how they can recognise the key signs and symptoms of anxiety. You should spend about 10 minutes on this task.

Follow this discussion with an outline of a simple strategy or technique that the individual can use to respond to and cope with anxiety. You should also talk the individual through it. You have up to 10 minutes on this task.

You have 5 minutes to prepare for these tasks and can use page 15 to make any notes.

After the discussion, you should complete the session summary form that will go in the individual's notes (item D). You have up to 5 minutes to complete this form.

Supporting information

This practical activity scenario involves role play. The individual will be played by a member of staff who is unknown to the student.

You have access to the following equipment:

- 2 chairs - facing each other
- a clock

Performance outcome

This practical activity scenario assesses:

PO1: Provide care and support to individuals with mental health conditions

PO2: Assist the mental health team with mental health tasks and therapeutic interventions

PO3: Promote mental wellbeing

Student evidence

The record of the student's discussion is as follows:

Hi, welcome back to our third session. Today we are going to look at anxiety and the key signs and symptoms.

We are going to talk about anxiety and how this makes you feel. Anxiety can feel really overwhelming and have a real impact on your life. So, when you feel very anxious you might feel worried and scared. It can be hard to control your worries. There are many reasons why people experience anxiety. This could be around exams, how you look, friendships, boyfriends/girlfriends, homelife, thinking you are going to get ill and many more issues. It is important to get help if you need it, especially if anxiety is starting to take over your life. Do you ever feel as though anxiety is taking over your life?

There are all kinds of signs and symptoms you might experience with anxiety. You might have overwhelming thoughts, feel nervous, restless, have problems concentrating, have an increased heart rate or feel lightheaded. Have you experienced any of these symptoms or maybe something different?

I'm going to go through with you a strategy with you for anxiety.

I'm going to talk through a strategy which will hopefully be helpful when you are very anxious. This strategy is about challenging your own self-talk/beliefs. So, when you have negative thoughts, you challenge yourself and say something positive to yourself. I'm going to give you some examples:

I should eat healthier	I can eat healthier today
I'm going to get ill	Actually, I'm healthy and ok at the moment
Everything is awful	Some things are difficult but not everything
I don't like how I look	Other people don't feel this about me
I feel so awful	I feel awful at the moment, but I can change this and do something to make me feel better
I can't do this anymore	I'm finding this really hard, but I can do it, I will do my best

Does this make sense, challenging your thoughts? Can you think of any thoughts you have that feel really negative when you are feeling anxious? Can you think of how you might change these thoughts to something more positive? Ok, well I hope you have found our third session helpful. I look forward to seeing you next week.

Use this page to make any notes before or during the discussion with the individual.

Anxiety can be overwhelming.

Impact on life and school.

Feelings – worried, scared, shaky, panicky.

Reasons might be exams, how you look and problems at home.

Challenge negative self-talk.

I can't - I can.

Item D: session summary form

Name	Emma Chang	Date of birth	12/08/1994
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Session number	3	Date	12 th March 2020	Support worker	Leila Roberts
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Focus of session (please tick those which apply)	Tick (✓)
Understanding anxiety	<input checked="" type="checkbox"/>
Understanding depression	<input type="checkbox"/>
Strategies to help cope with low mood	<input type="checkbox"/>
Anxiety strategies and techniques	<input type="checkbox"/>

Summary of information covered in today's session
Explained anxiety. Feeling worried scared, shaky, panicky, and completely out of control - can be hard to control your worries.

Strategy/technique demonstrated/talked through with individual

Thinking of ways to change any negative self-talk into positive self-talk.
I can't breathe – you can breathe, breathe slowly.

Client feedback on session/strategy

Summary of information covered in today's support worker recommendations for future sessions

Discuss a different anxiety strategy – breathing exercises.

Support worker signature

Leila Roberts

Date

12th March 2020

Practical activity scenario 4

This practical activity scenario requires you to:

OPA9: Enable an individual to manage their condition through demonstrating the use of coping strategies and skills.

You have up to 5 minutes to carefully read through the following scenario and familiarise yourself with the station.

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 30 minutes.

Brief

As a mental health support worker your role will include helping individuals to manage their condition using coping strategies and skills to reduce self-harm behaviours.

There is a range of strategies that individuals can use, and it is important to assist individuals to find suitable strategies that may work for them.

Task

You have been asked to complete a safety plan template (item E) with an individual who has disclosed they have started self-harming and wants some help with being able to stop and manage their self-harm urges. The individual's name, date of birth and age has already been completed in the safety plan (item E). You have been asked to check the information with the individual and complete the rest of the safety plan together.

Where you see a 'probe question required', this indicates that you should ask a question to help with clarification of the individual's response to the original question being asked.

You have 5 minutes to prepare for this task and 25 minutes with the individual.

Supporting information

This practical activity scenario involves role play. The individual will be played by a member of staff.

You have been given a safety plan template (item E).

You have access to the following equipment:

- a table, with 2 chairs

Performance outcome

This practical activity scenario assesses:

PO1: Provide care and support to individuals with mental health conditions

PO2: Assist the mental health team with mental health tasks and therapeutic interventions

PO3: Promote mental wellbeing

Student evidence

The record of the student's discussion and their completed safety plan is as follows:

Hi, my name is ... and we are going to look at self-harm today. We are going to complete a safety plan which involves me asking you a few questions. After we have completed the safety plan, I'm going to talk you through a distraction technique for self-harm.

Item E: safety plan

Name	Lia Gold	Date of birth	24/05/2000	Age	20 years
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Date of meeting	14 th September 2020	Support worker	Rowan Lee
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Can you briefly outline/explain your self-harm? What do you do?

I hurt myself, anywhere on my body. Usually, I punch myself in the stomach.

How do you treat your wounds after you have self-harmed? (Where appropriate provide some basic information about the importance of wound care)

I don't really do much. I want to feel the pain.

I don't know how deeply you hurt yourself, but you might need to see the GP if you are in pain. (me)

What are the warning triggers or signs that make me feel more out of control? (probe question required)

If my boyfriend and I have an argument and he wants to split up with me again.

Is there anything that triggers you into self-harming? (me)

Coping strategies I can try to help with my self-harm urges.

Instead of self-harming, you could try screaming into a pillow to try and release your emotions. (me)

Can you tell me 2 things you could do to stop self-harming? (me)

One thing I could do is, draw with a pen on the area where I want to self-harm, so I guess my stomach. I guess I wouldn't be hurting myself then. Maybe this would stop or help me with the urges.

I could talk with my friend Guy to see if he can help.

Ok, that sounds like a good idea. (me)

One thing you can do to distract yourself is to draw on the area you would like to self-harm. Perhaps with a red or black felt tip. The felt tip won't hurt. (me)

Another suggestion is to make sure you always have an elastic band, well a few, with you all of the time. If you feel like self-harming, you can ping the elastic band on your wrist.

You could watch your favourite programme on Netflix, there is always something good on Netflix.

What can I tell myself when I am feeling the need to self-harm?

I could tell myself it's not that bad, you don't need to hurt yourself.

Who can I call if I feel the need to talk to someone? (probe question required)

I could call you.

What could others do that would help?

I think that my friend Guy could help by asking how I'm feeling more, instead of waiting for me to go to them. But I think that's quite pressurising.

Support worker signature	Date
Rowan Lee	20 th September 2020

Examiner commentary

The student demonstrated an adequate knowledge of mental health conditions and was able to communicate sufficiently. This was evident within the role plays where the student was able to find out information about the individual.

The student was able to ask appropriate questions which was evident throughout the practical activities. In item A, the student recognised that the questions needed to be appropriate for a first meeting.

The student also demonstrated adequate understanding around the impact of mental health which was also evident in the role plays, anger management, self-harm and anxiety strategies and safety plan.

The student was able to identify 3 anger management strategies which were relevant to mental health.

The student did not always paraphrase answers to check they had heard the answers accurately. The student followed the instructions correctly and understood the scenarios but did not expand or give explanations in the role play. The student interacted in the role play to a limited degree.

The student was able to manage the role plays but lacked confidence and insight into their own behaviour. For example, tone, body language, pace of questions and choice of wording.

The student demonstrated they understood anxiety which they connected to the impact anxiety has on individual lives.

The student was also able to understand the terminology of self-harm and suggested appropriate techniques to reduce self-harm.

Grade descriptors

The performance outcomes form the basis of the overall grading descriptors for pass and distinction grades.

These grading descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications, the threshold competence requirements of the role and have been validated with employers within the sector to describe achievement appropriate to the role.

Grade	Demonstration of attainment
Pass	<p>A pass grade student can:</p> <ul style="list-style-type: none"> • communicate the relationship between person-centred care and health and safety requirements in healthcare delivery by: <ul style="list-style-type: none"> ○ demonstrating working in a person-centred way, taking relevant and sufficient precautions to protect the safety and physical and mental wellbeing of individuals ○ recognising and responding to relevant healthcare principles when implementing duty of care and candour, including demonstrating sufficient knowledge of safeguarding individuals and maintaining confidentiality ○ following standards, codes of conduct and health and safety requirements/legislation to maintain a sufficiently safe working environment ○ demonstrating use of an adequate range of techniques, equipment and resources safely to promote sufficient levels of cleanliness and decontamination required for satisfactory infection prevention and control • communicate knowledge of national and local structures, definitions of clinical interventions, the scope and limitations of their healthcare role within it, by: <ul style="list-style-type: none"> ○ adequately following current best practice and codes of conduct across relevant boundaries, relevant to assisting with scenario specific, clinical and therapeutic interventions ○ working adequately as part of a team to assist registered health professionals with delegated tasks and interventions, supporting individuals to meet their care and needs to a satisfactory standard, including maintaining individual's privacy and dignity and communicating effectively, contributing to handovers, seeking help, advice and information, and responding sufficiently to service users views to maintain effective provision of services ○ gathering sufficient evidence, contributing to, following and recording information in care plans/records relevant to tasks and interventions, structuring these sufficiently to allow understanding in line with local and national legislation and policies, preserving individuals' rights ○ maintaining a record of professional development with evidence of using feedback to develop knowledge, skills, values and behaviours consistent with sufficient ability to reflect on practice and thereby improve performance adequately • communicate sufficiently reliable levels of knowledge of the physiological states that are commonly measured by healthcare support workers including why, when and what equipment/techniques are used by: <ul style="list-style-type: none"> ○ working as part of a team to use relevant equipment effectively and safely and following

Grade	Demonstration of attainment
	<p>correct monitoring processes</p> <ul style="list-style-type: none"> ○ calculating scores, reporting and differentiation of normal and abnormal results to the relevant registered professional ○ applying knowledge of policy and good practice techniques when undertaking all physiological measurements, checking when uncertain and consistent with instructions and guidance
Distinction	<p>A distinction grade student can:</p> <ul style="list-style-type: none"> ● communicate adeptly the relationship between person-centred care and health and safety requirements in healthcare delivery by: <ul style="list-style-type: none"> ○ demonstrating flexible and constructive person-centred care, taking appropriate precautions reliably, making sound decisions to protect the safety and physical and mental wellbeing of individuals ○ alertness and responsiveness to relevant healthcare principles when implementing duty of care and candour, including the demonstration of exceptional sensitivity and accurate knowledge of safeguarding individuals and maintaining confidentiality ○ commitment to following all required standards, codes of conduct and health and safety requirements/legislation decisively to maintain a safe, healthy working environment ○ demonstrating proficient use of an extensive range of techniques to promote optimum levels of cleanliness and decontamination required for effective infection prevention and control ● communicate knowledge of national and local structures, definitions of clinical interventions, the scope and limitations of their healthcare role within it, by: <ul style="list-style-type: none"> ○ following current best practice and agreed ways of working highly relevant to assisting with scenario specific, care-related tasks consistently and reliably, whilst fully supporting individuals to meet their care and needs, including maintaining the individual's privacy and dignity to a high standard ○ working adequately as part of a team to assist registered health professionals with delegated tasks and interventions, supporting individuals to meet their care and needs to a satisfactory standard, including maintaining individuals' privacy and dignity and communicating effectively, contributing to handovers, seeking help, advice and information, and responding sufficiently to service users' views to maintain effective provision of services ○ gathering extensive evidence consistently, interpreting, contributing to, following and recording information in care plans/records highly relevant to tasks and interventions, structured accurately and legibly and in line with local and national policies, while preserving and promoting individuals' rights ○ maintaining a record of professional development to develop knowledge, skills, values and behaviours consistent with ability to reflect on practice enthusiastically, using the feedback to initiate new learning and personal practice development to improve performance with developing proficiency

Grade	Demonstration of attainment
	<ul style="list-style-type: none"><li data-bbox="277 344 1460 450">• communicate exceptional levels of knowledge of the physiological states that are commonly measured by healthcare support workers including why, when and what equipment/techniques are used by:<ul style="list-style-type: none"><li data-bbox="331 472 1460 539">○ working as part of a team to use relevant equipment accurately and safely and consistently following correct monitoring processes<li data-bbox="331 562 1460 629">○ calculating scores, reporting and differentiation of normal and abnormal results adeptly, consistently and reliably to the relevant registered professional<li data-bbox="331 651 1460 757">○ applying knowledge of policy and good practice techniques proficiently when undertaking all physiological measurements, checking when uncertain, solving problems, and following instructions and guidance with energy and enthusiasm

Document information

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published final version.		June 2021
v1.1	NCFE rebrand		September 2021