

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Mental Health Team

Assignment 3 - Professional discussion

Provider delivery guide

v1.2: Specimen assessment materials
20 November 2023
603/7066/X

Internal reference: HLTH-0011-02

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

Supporting the Mental Health Team

Provider delivery guide

Assignment 3

Professional discussion

Contents

| | |
|--|-----------|
| Conducting the professional discussion | 3 |
| Information for tutors | 6 |
| Professional discussion questions | 6 |
| Themes and questions for the professional discussion | 7 |
| Theme 1: providing care in the mental health sector | 7 |
| Theme 2: assisting the mental health team with mental health tasks and therapeutic interventions | 8 |
| Theme 3: promoting mental wellbeing | 9 |
| Document information | 10 |
| Change History Record | 10 |

Conducting the professional discussion

Assessment conditions:

- during the preparation time, provider's staff will distribute the assessment materials (themes and questions) so that students can select an appropriate reflective account to support the professional discussion and make notes on the template provided
- during the 45 minutes, students will make notes to support their discussion, this should be immediately prior to the discussion
- they will use assessment materials provided and their own reflective account portfolio to produce notes which will support and guide their answers appropriately
- students are allowed to use this preparation time to make notes but may only have access to their reflective account portfolios
- there is no limit on the amount of notes that a student can take into the discussion, but the intention is that this assessment reflects an authentic professional conversation so excessive, script style notes are likely to hinder, not benefit, a student, especially when spontaneous questions are asked
- there should be no unsupervised period between the preparation and the professional discussion

Use of questioning

During the discussion, the different parts of each question (for example Question 1, Part A and Part B) should be asked chronologically to support structuring the student's answer. When stated, the student will have to refer to the same example in both parts but can also draw on multiple examples from their experiences in the classroom or on their work placement to illustrate their point.

The discussion supervisor has the opportunity to ask 3 questions per theme (refer to assessment materials for question content). Before moving on to the next theme, the discussion supervisor must also ask if the student would like to add or clarify anything as the student cannot return to a theme once the discussion has progressed to the next theme. This brings the total to 4 questions per theme, and 12 questions per discussion.

It is important that the discussion supervisor is able to have a two-way conversation with the student while also ensuring that the assessment remains fair for all students. Students are permitted to take notes into the assessment room to support their discussion.

The acceptable questions are not subject specific but are instead based on the reflective cycle and are designed to elicit fuller responses and further detail.

When using the questions, please note:

- the discussion supervisor can ask up to 3 clarification questions per theme, adapted from the list provided
- the discussion supervisor must also ask an additional clarification question before moving on to the next theme or completing the assessment
- the discussion supervisor may repeat questions in different themes
- the discussion supervisor may repeat or rephrase questions if requested
- all questions must be asked in the allotted 1 hour
- questions can be asked at any point during a theme. However, you cannot return to a previous theme once you have moved onto the next theme

In the conversation, the discussion supervisor should choose the most appropriate keywords to form their questions.

Questions

The discussion supervisor should use a maximum of 3 questions constructed from the list below and ask an additional question before moving on to the next theme.

The wording of questions can be amended to suit the discussion supervisor's tone, the bullet points underneath are suggestions for alternatives, but the core message and content should not be altered to change or combine questions.

Can you describe what happened?

- when
- where
- who
- what
- why
- what were the results

How did you feel you impacted on the situation?

- during/before/after
- feelings of others
- difference in current perspective

Can you evaluate your experience?

- executed well/not well
- your contributions positive/negative
- others' contributions positive/negative

Can you analyse what happened with reference to your own knowledge, skills, and behaviours?

- strengths and weaknesses
- knowledge and learning
- evidence-based practice

What conclusions can you draw from the situation?

- learnings
- improve outcomes
- knowledge and skill gaps

What actions are planned for next time?

- future changes
- develop skills and knowledge
- appropriate knowledge and next steps
- feedback from others

Final question (essential to include)

Is there anything else that you would like to:

- add
- clarify
- reflect
- share
- contribute

SAMPLE

Information for tutors

Professional discussion questions

Please complete the details below clearly and in BLOCK CAPITALS.

| | Significant learning experience discussed |
|---------|---|
| Theme 1 | |
| Theme 2 | |
| Theme 3 | |

| | |
|---------------|--|
| Student name | |
| Provider name | |

| | | | |
|----------------|--|-----------------|--|
| Student number | | Provider number | |
|----------------|--|-----------------|--|

Please read the following out to the student

You will be asked 4 questions for each theme. The questions are divided into sub-parts but the marks will be for the question as a whole. Each theme is worth 32 marks.

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

Please take your time to answer the questions. You can ask me to repeat the question once. Remember you can refer to your prepared chosen reflective accounts throughout the professional discussion. Are you ready to start the assessment?

We will start with theme 1.

Themes and questions for the professional discussion

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

Theme 1: providing care in the mental health sector

Question 1

Part A

Reflect on a situation in your placement, or a learning experience in the classroom, in which you managed challenging or difficult communication when working as part of a team. As a professional in the team, what challenges did you identify and how did you, or could you, manage these effectively?

Part B

Referring to your own experience, examine the skills needed when communicating with other professionals to support vulnerable people living with a mental health condition. Using an example, include the actions a professional should take to be effective in their practice and to keep people safe.

(12 marks)

Question 2

Part A

Referring to your own experience, discuss the role of safeguarding in a mental health care setting that promotes person-centred care.

Part B

Referring to your own experience, explain how safeguarding is linked to the Mental Capacity Act 2005 and the Deprivation of Liberty Safeguards/Liberty Protection Safeguards.

(20 marks)

Theme 2: assisting the mental health team with mental health tasks and therapeutic interventions

Question 3

Part A

Referring to your own experience, describe effective provision for person-centred care for someone with a diagnosed mental health condition.

Part B

Explain how your applied knowledge about the condition you have identified in Part A enabled effective care and treatment.

(12 marks)

Question 4

Part A

Referring to your own experience, examine how the roles of mental health support staff operate in the context of national guidelines and local service frameworks. Use specific examples.

Part B

Referring to your own experience, analyse how the roles of mental health support staff can promote mental wellbeing. Use specific examples.

(20 marks)

Theme 3: promoting mental wellbeing

Question 5

Part A

Referring to your own experience, describe how physiological measurements can support care and treatment for people with mental health needs.

Part B

Referring to your own experience, explain the importance of adhering to good practice. Discuss the specifics of a person's condition and your actions or situational observation to explain your answer.

(12 marks)

Question 6

Part A

Referring to your own experience, evaluate how therapeutic interventions can support care and treatment options for people with mental health needs.

Part B

Referring to your own experience, explain how to analyse the situation effectively to ensure that interventional strategies are appropriate for the individual. Use specific examples.

(20 marks)

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 | Sample added as a watermark. | November 2023 | 20 November 2023 |