

# T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

## Supporting the Therapy Teams

Assignment 1 - Case study

Assignment brief

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# Supporting the Therapy Teams

### Assignment brief

Assignment 1

Case study

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# Guidance for students

## Student instructions:

- read the tasks briefs carefully before starting your work
- you must work independently and make your own decisions as to how to approach the tasks within the case study assessment
- you must clearly name and date all of the work that you produce during the supervised session
- you must hand over all of your work to your tutor at the end of the supervised session

## Student information:

- the maximum time you will have to complete all tasks for this case study assessment is 4 hours 30 minutes:
  - it is recommended that you should dedicate 30 minutes to read the materials provided in the assignment brief insert
  - it is recommended that you should then read all the tasks and split your time accordingly, planning time to check your work
- at the end of the supervised session, your tutor will collect all assessment materials before you leave the room
- you must not take any assessment materials outside of the room – for example via a physical memory device
- you must not upload any work produced to any platform that will allow you to access materials outside of the supervised sessions (including email)
- you can fail to achieve marks if you do not fully meet the requirements of the task, or equally if you are not able to efficiently meet the requirements of the task

## Plagiarism

Copying may result in the external assessment task being awarded a U grade. For further guidance, refer to your student handbook – plagiarism guidance and the maladministration and malpractice policy located on the NCFE website.

## Presentation of work:

- all of your work should be completed electronically using black font, Arial 12pt, unless otherwise specified, with standard border sizes
- clearly show where sources have been used to support your own ideas and opinions
- clearly reference all sources used to support your own ideas and opinions, including any quotations from websites
- any work not produced electronically must be agreed with your tutor, in which case the evidence you produce should be scanned and submitted as an electronic piece of evidence
- all of your work should be clearly labelled with the relevant task number and your student details, and be legible – for example, front page and headers
- electronic files should be given a clear file name for identification purposes, see tasks for any relevant naming conventions

- all pages of your work should be numbered in the format 'page X of Y', where X is the page number and Y is the total number of pages
- you must complete and sign the assessment cover sheet (ACS) and include it at the front of your assessment task evidence
- you must submit your evidence to the supervisor at the end of the supervised session

SAMPLE

## Scenario

You are working with a community allied health professionals service that provides care to people in their own homes and in residential homes. Interventions are often routine. However, patients can be referred to the team for specific reasons, such as a change in their condition or ability.

You will be working with a range of therapists and specialists and the documents in this case study will help you to understand the range of work the team is involved in delivering.

Documents to review:

- item A: generic falls risk assessment
- item B: generic all about me document
- item C: multifactorial assessment checklist
- item D: generic goal-setting template
- item E: short-term goal recommendations template
- item F: generic occupational therapy report
- item G: generic support plan recommendations template
- item H: generic follow-up call checklist template

# Task 1: assessment of the patient/situation

## Scenario

You are attending a residential care home with a community physiotherapist to assess Jenny, an 83-year-old resident for over eight years. Jenny has a diagnosis of Alzheimer's disease and has had several falls within the last few weeks.

## Task

Assess Jenny's needs and situation to support the physiotherapist to undertake a falls risk assessment using the generic falls risk assessment (item A) and the patient's all about me document (item B) to complete the multifactorial assessment checklist (item C). You should include:

- Jenny's current and potential needs
- recommendations you would make to the physiotherapist and care home staff
- other professionals who may be able to support your assessment

(20 marks)

## Conditions of the assessment

- task 1 must be completed in supervised conditions
- you will have access to the resources included in the assignment brief insert
- you will not have access to the internet or any other additional resource materials, excluding sites and materials included in the assignment brief insert when completing your work for this task; attempting to access other internet sites will be classed as cheating and you may be disqualified from this assessment, resulting in failure of the qualification

## Evidence requirements

Complete the multifactorial assessment checklist (item C) and any further relevant evidence.

## Submission

- all tasks should be saved separately
- the following file name conventions should be used for all materials produced:
  - (Provider\_number)\_(Student registration number)\_(Surname)\_(First name)\_Task1\_(Additional detail of document content if multiple documents are produced per task)

**Note:** please request your provider and student number from your tutor.

## Task 2: goals/patient outcomes/planned outcomes

### Scenario

You are working with a speech and language therapist from the Community Stroke Service and visit Jane in her home. Jane has had a stroke and was referred to speech and language therapy after losing weight and is reported to be struggling with eating and drinking. During the assessment with the speech and language therapist, you have observed her choking when drinking and having trouble getting food to her mouth due to ongoing weakness in her right (dominant) hand. Jane reports that she feels little pleasure from eating and feels embarrassed eating in social settings. Jane tells you that she is feeling less confident as time goes on and is avoiding eating with friends and family, which is making her feel isolated and low in mood.

### Task

Using information from the generic goal-setting template (item D) complete the short-term recommendations log (item E) including the following:

- set Jane's short-term patient-centred goals to help Jane achieve her goal statements
- the types of activities you could use to meet these goals
- outline the patient outcome and how you will know Jane has reached her goal
- outline the potential risks and barriers and how you can minimise these
- outline what further assessments, skills and roles from the multidisciplinary therapy team could help support Jane to meet her goal

(20 marks)

### Conditions of the assessment:

- task 2 must be completed in supervised conditions
- you will have access to the resources included in the assignment brief insert
- you will not have access to the internet or any other additional resource materials excluding sites and materials included in the assignment brief insert when completing your work for this task; attempting to access other internet sites will be classed as cheating and you may be disqualified from this assessment, resulting in failure of the qualification

### Evidence requirements

Complete the short-term goals recommendation log (item E).

### Submission:

- these tasks should be saved separately
- the following filename conventions should be used for all materials produced:
  - (Provider\_number)\_(Student registration number)\_(Surname)\_(First name)\_Task2\_(Additional detail of document content if multiple documents are produced per task)

**Note:** please request your provider and student number from your tutor.

## Task 3: care/treatment/support

### Scenario

You are a support worker for the discharge to assess local reablement team. Tom is a 73-year-old male who has recently been discharged following an admission for dehydration. Tom has also been given a new diagnosis of chronic obstructive pulmonary disease (COPD). A generic occupational therapy report (item F) has been provided to guide you. Tom is eligible for up to 6 weeks of reablement support to promote and regain his independence.

### Task

Complete the generic support plan recommendations template for Tom (item G), this should include:

- the main problems
- the patient's goals
- what support/treatment is needed to reach goals
- factors that will support and limit your support plan
- additional therapy team members required to reach goals

(20 marks)

### Conditions of the assessment:

- task 3 must be completed in supervised conditions
- you will have access to the resources included in the assignment brief insert
- you will not have access to the internet or any other additional resource materials excluding sites and materials included in the assignment brief insert when completing your work for this task; attempting to access other internet sites will be classed as cheating and you may be disqualified from this assessment, resulting in failure of the qualification

### Evidence requirements

Completed generic support plan recommendations template (item G) and any further relevant evidence.

### Submission:

- these tasks should be saved separately
- the following file name conventions should be used for all materials produced:
  - (Provider\_number)\_(Student registration number)\_(Surname)\_(First name)\_Task3\_(Additional detail of document content if multiple documents are produced per task)

**Note:** please request your provider and student number from your tutor.



## Task 4: evaluation/monitoring effectiveness/clinical effectiveness

### Scenario

Tom has now completed his 6-week reablement input. A follow-up call has been completed by the multidisciplinary team involved in his care to evaluate the effectiveness of his reablement intervention and consider if he is ready for discharge from your service.

### Task

Using the generic follow-up checklist template (item H), evaluate the key features that have supported and limited his therapy. Include:

- what worked well
- what outcome measures support your evaluation
- are there any ongoing challenges/issues for Tom
- recommendations for the therapy team to evaluate his readiness for discharge

(20 marks)

### Conditions of the assessment

- task 4 must be completed in supervised conditions
- you will have access to the resources included in the assignment brief insert
- you will not have access to the internet or any other additional resource materials excluding sites and materials included in the assignment brief insert when completing your work for this task; attempting to access other internet sites will be classed as cheating and you may be disqualified from this assessment, resulting in failure of the qualification

### Evidence requirements

Word processed response and any further relevant evidence.

### Submission

- these tasks should be saved separately
- the following file name conventions should be used for all materials produced:
  - (Provider\_number)\_(Student registration number)\_(Surname)\_(First name)\_Task4\_(Additional detail of document content if multiple documents are produced per task)

**Note:** please request your provider and student number from your tutor.

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Owner: Head of Assessment Design

## Change History Record

Version	Description of change	Approval	Date of issue
v1.0	Additional sample material		01 September 2023
v1.1	Sample added as a watermark	November 2023	21 November 2023