

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Therapy Teams

Assignment 1 - Case study

Assignment brief

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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 at www.qualhub.co.uk.

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 have been assigned to assist the allied health professional (AHP) therapy team on a stroke rehabilitation ward in an acute hospital.

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:

- gugging swallowing screen (GUSS) - assessment (item A)
- gugging swallowing screen (GUSS) - evaluation (item B)
- National Institute for Health and Care Excellence (NICE) pathways stroke rehabilitation flowchart (item C)
- healthcare support worker blog (item D)
- baseline assessment tool for NICE guideline on stroke rehabilitation (CG162) (extract) (item E)
- stroke handbook ([link 1](#))

Task 1: assessment of the patient/situation

Scenario

Claire Smith has been admitted to the ward after suffering a stroke whilst at home this evening.

You are assisting a staff nurse as they use the gugging swallowing screen (GUSS) (items A and B) to inform decisions about the care Claire will receive. Look at the results of the assessment in the attached document.

Task

Make an assessment of Claire's needs, incorporating principles of patient-centred care. You must include:

- a summary and rationale of Claire's individual needs, with reference to her GUSS score
- an evaluation of Claire's immediate needs for the first night on the ward in line with stages 2 and 3 of the NICE stroke rehabilitation pathway (item C)

(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

Word processed response 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

Some stroke individuals may be on wards for significant periods of time. Prior to hospital admission, patients often have busy social lives, hobbies and careers. This means ward managers need to consider the impact of social isolation on patients' health and wellbeing. The ward manager has asked you to identify some appropriate and useful activities that can be used to help improve the social integration and resilience of longer stay patients.

While activity volunteers are available in the hospital, they tend to focus on the elderly care wards.

Sam Wilson's blog entry (item D) explains how he supports inpatients on a ward to engage in activities. Therapists available on the stroke ward include healthcare assistants, physiotherapists, occupational therapists, dieticians and speech and language therapists. There are other holistic therapists available who work on a part-time basis.

Task

Evaluate the possible options available to plan and deliver an activity programme utilising the skills and roles in the therapy team to support the needs of longer stay patients.

(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

Word processed response and any further relevant evidence.

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

The ward manager has asked you to support a physiotherapist as they treat Sylvie, a 60 year old patient. Sylvie is coming to the end of her inpatient rehabilitation programme after suffering a stroke and will need a long term plan for health and social care support in the community.

Sylvie is able to walk independently with one stick for short distances, but still requires assistance of one person when climbing stairs. She is occasionally incontinent when not able to get to the bathroom quickly and is still having some word finding difficulties along with significant fatigue.

The physiotherapist has been using the NICE baseline assessment tool for stroke rehabilitation (CG162) (item E) as they work towards Sylvie's discharge.

Task

Read NICE CG162 recommendation 1.11 (item E) in your case study pack.

The physiotherapist asks if you would like to observe the discharge care meeting with Sylvie. In preparation for this, you are required to:

- identify what needs to be established for a discharge care plan
- provisionally assess Sylvie's needs, based on the information you have
- explain how individual practitioners from the therapy team could help meet Sylvie's individual needs

(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

Word processed outline of report 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

Sylvie is keen to return to her full time job as a community arts theatre manager and hopes to resume this shortly after she is discharged home. In this role, Sylvie coordinates the event calendar, theatre budget and team of staff.

The therapy team supports inpatients through their rehabilitation using the appropriate NICE pathway (item C). Look at this document in your case study pack.

Task

Analyse the features of Sylvie's early supported discharge from hospital to her home in the community. As part of your answer:

- provide key recommendations for the therapy team to evaluate the effectiveness of this discharge
- evaluate the features of Sylvie's return to work considerations following her stroke and justify key recommendations for the therapy teams to have considered

(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 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.

Document information

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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	22 November 2023