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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Contents

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

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.

The indicative content is non exhaustive and should be used as an illustrative guide and not used as an exemplar or checklist.

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 clinical tasks and treatment for children and young people
PO2	Provide care and support to children and young people before, during, and after clinical or therapeutic procedures
PO3	Support parents, families and carers to meet the needs of the children and young people

Theme 1: using effective communication

The theme concerns using effective communication to support the work of children and young people when assisting with delegated tasks, interventions, and physiological measurements.

Question 1

Part A

Referring to your own learning or experience, describe a situation where you have used a particular communication strategy or technique to help a child or young person understand a clinical routine or therapeutic procedure.

Part B

Referring to your own learning or experience, explain why using appropriate communication strategies or techniques can help to promote the comfort and wellbeing of children and young people (CYP).

(12 marks)

Band	Mark	Descriptor
4	10–12	The student provides a highly detailed description of an appropriate communication strategy and/or technique that can be used with CYP in health and care settings to support clinical procedures and interventions. The student's explanation of communication strategies and/or techniques to support CYP with clinical procedures is highly detailed and offers highly relevant examples of positive impact. The student's explanation of how they used a communication strategy and/or technique to support CYP suggests a high level of skills and behaviours consistent with actual or intended application of knowledge to practice.
3	7–9	The student provides good detail in the description of an appropriate communication strategy and/or technique that can be used with CYP in health and care settings to support clinical procedures and interventions. The student's explanation of communication strategies and/or techniques to support CYP with clinical procedures is good and offers appropriate examples of positive impact. The student's explanation of how they used a communication strategy and/or technique to support CYP suggests a good level of skills and behaviours consistent with actual or intended application of knowledge to practice.

Band	Mark	Descriptor
2	4–6	The student provides a satisfactory description of an appropriate communication strategy and/or technique that can be used with CYP in health and care settings to support clinical procedures and interventions. The student's explanation of communication strategies and/or techniques to support CYP with clinical procedures is satisfactory and offers sufficient examples of positive impact. The student's explanation of how they used a communication strategy and/or technique to support CYP suggests a satisfactory level of skills and behaviours consistent with actual or intended application of knowledge to practice.
1	1–3	The student's description of an appropriate communication strategy and/or technique that can be used with CYP in health and care settings to support clinical procedures and interventions is limited in detail. The student's explanation of communication strategies and/or techniques to support CYP with clinical procedures is limited and appropriate examples are not attempted or are irrelevant to show positive impact. The student's explanation of how they used a communication strategy and/or technique 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.
	0	No creditworthy material.

Indicative content

- the student describes types of communication strategies and/or techniques that can be utilised to support CYP through clinical procedures and interventions, such as active listening and non-verbal communication skills (for example, facial expressions, eye contact, getting down on the CYP's level)

- the student understands the need to adapt communication style, including:

  o pace and tone

  o presenting one topic at a time

- the student explains which communication strategies and/or techniques would be used to help CYP understand and cope with clinical procedures and interventions, such as using simple leaflets or video that explain a procedure or treatment

- the student explains how communication strategies and/or techniques can have a positive impact on CYP, including:

  o how to help with understanding treatments or interventions

  o how to aid co-operation during clinical procedures to reduce time spent in procedures

  o how to ease anxiety around changing wound dressings or having injections

- the student presents appropriate strategies and techniques to explain procedures in a clear and unambiguous way, considering a range of factors, including:

  - clear and simple language

  - providing clear explanations

  - allowing CYP to ask questions

- the student presents strategies to support communication skills, such as the use of pictures and symbols, and considers factors such as age appropriateness and cognitive ability

- the student gathers relevant information about the CYP to help inform appropriate strategies and meet CYP individual needs

Accept other appropriate responses.

Question 2

Part A

Referring to your own learning or experience, describe a situation where you have used an early warning score (for example, PEWS) to support the health and wellbeing of a child or young person.

Part B

Referring to your own learning or experience, analyse how you have followed the correct procedures for reporting concerns with an early warning score described in **part A**, identifying any further development needs you may have.

(20 marks)

Band	Mark	Descriptor
4	16–20	The student offers a highly detailed description with highly relevant examples showing how they utilised an early warning score to support the health and wellbeing of CYP.
		The student provides excellent understanding of best practice when working with CYP and highly detailed analysis of the importance of following correct procedures for reporting concerns.
		The student's assessment of their own actions is comprehensive and clearly identifies own limitations and what they need to develop for future practice.

Band	Mark	Descriptor
3	11–15	The student offers a mostly detailed description with good examples showing how they utilised an early warning score to support the health and wellbeing of CYP.
		The student provides good understanding of best practice when working with CYP and good analysis of the importance of following correct procedures for reporting concerns.
		The student's assessment of their own actions is good and mostly identifies own limitations and what they need to develop for future practice.
2	6–10	The student offers a satisfactory detailed description with examples showing how they utilised an early warning score to support the health and wellbeing of CYP.
		The student provides satisfactory understanding of best practice when working with CYP and satisfactory analysis of the importance of following correct procedures for reporting concerns.
		The student's assessment of their own actions is satisfactory and identifies some of their own limitations with some evidence of what they need to develop for future practice.
1	1–5	The student offers a limited description that lacks examples to show how they utilised an early warning score to support the health and wellbeing of a CYP.
		The student provides limited understanding of best practice when working with CYP and little analysis of the importance of following correct procedures for reporting concerns.
		The student's assessment of their own actions is limited in identifying own limitations and what they need to develop for future practice.
	0	No creditworthy material.

Indicative content

- the student demonstrates an understanding of best practice when working with CYP by communicating the purpose and process of 2017 systems:
  - help alleviate anxieties
  - explain the next steps
  - reassure and answer any questions
- the student recognises signs and symptoms of a CYP whose health is deteriorating, including physical, mental, and emotional signs and symptoms
- the student recognises deterioration in a CYP's health and reports appropriately following local procedures
- the student understands how to report concerns:
  - being able to ensure that care needs are met

- o communicating information verbally or in writing to appropriate persons

- the student understands how the early warning scores are calculated using a range of physiological measurements:

  - o temperature

  - o blood pressure

  - o levels of consciousness and/or confusion

  - o respiration

- the student understands their own limitations and their future development needs

Accept other appropriate responses.

Theme 2: safeguarding children and young people and promoting mental health

Question 3

Part A

Referring to your own learning and experience, describe the principles of safeguarding children and young people and why these principles are important.

Part B

Referring to your own learning and experience, explain how these principles help to guide the work of practitioners when they support the care and wellbeing of children and young people.

(12 marks)

Band	Mark	Descriptor
4	10–12	The student's description of the key principles of safeguarding to protect the care and wellbeing of CYP is highly detailed and shows excellent understanding of the principles of safeguarding, with a highly detailed explanation of their impact on the health and wellbeing of the CYP. The student's explanation of using the principles guiding good practice when supporting the care and wellbeing of CYP and caregiver is highly developed and supported by well-chosen and detailed examples. The student suggests a high level of skills and behaviours consistent with actual or intended application of knowledge to practice.
3	7–9	The student's description of the key principles of safeguarding to protect the care and wellbeing of CYP is mostly detailed and shows good understanding of the principles of safeguarding, with a mostly detailed explanation of their impact on the health and wellbeing of the CYP. The student's explanation of using the principles guiding good practice when supporting the care and wellbeing of CYP and caregiver is mostly developed and supported by relevant examples. The student suggests a good level of skills and behaviours consistent with actual or intended application of knowledge to practice.

Band	Mark	Descriptor
2	4–6	The student's description of the key principles of safeguarding to protect the care and wellbeing of CYP shows satisfactory detail and understanding of the principles of safeguarding with some explanation of their impact on the health and wellbeing of the CYP. The student's explanation of using the principles guiding good practice when supporting the care and wellbeing of CYP and caregiver is satisfactory and supported by some relevant examples. The student suggests a satisfactory level of skills and behaviours consistent with actual or intended application of knowledge to practice.
1	1–3	The student's description of the key principles of safeguarding to protect the care and wellbeing of CYP shows limited detail and understanding of the principles of safeguarding with little explanation of their impact on the health and wellbeing of the CYP. The student's explanation of using the principles guiding good practice when supporting the care and wellbeing of CYP and caregiver is limited and lacks examples. The student suggests a limited level of skills and behaviours consistent with actual or intended application of knowledge to practice.
	0	No creditworthy material.

Indicative content

- the student explains safeguarding principles (for example, empowerment, prevention, and protection)

- the student explains the legal requirements of the role:

  o policies and procedures

  o codes of conduct

  o Children Act 1989/2004

  o duty of care to CYP and families

- the student demonstrates an understanding of the importance of risk assessment in safeguarding, working in partnership with individuals, families, and professionals

- the student demonstrates an understanding of the care principles in person-centred care, such as the 6 Cs

- the student explains what to do when escalating concerns and to whom they should report concerns

Accept other appropriate responses.

Question 4

Part A

Referring to your own learning and experience, explain how families/carers can be supported to recognise mental health concerns in children and young people.

Part B

Referring to your own learning and experience, reflect on your role in providing information to families to help support the mental wellbeing of children and young people, analysing your future development needs.

(20 marks)

Band	Mark	Descriptor
4	16–20	The student provides a highly developed explanation of their actions when they assisted in supporting families/carers to recognise mental health concerns for CYP. The student demonstrates comprehensive awareness of when to seek advice. The student reflects on their performance to an excellent degree by reflecting upon the scope of their role and how it fits within the responsibilities of others within the team and complies with legislation, policy, and protocols. The student's reflection of the scope of their own role is comprehensive, allowing for a highly effective analysis of their own limitations and future development needs.
3	11–15	The student provides a mostly developed explanation of their actions when they assisted in supporting families/carers to recognise mental health concerns for CYP. The student demonstrates good awareness of when to seek advice. The student reflects on their performance to a good degree by reflecting upon the scope of their role, how it fits within the responsibilities of others within the team, and complies with legislation, policy and protocols. The student's reflection of the scope of their own role is mostly detailed, allowing for a good analysis of their own limitations and future development needs.

Band	Mark	Descriptor
2	6–10	The student provides a satisfactory explanation of their actions when they assisted in supporting families/carers to recognise mental health concerns for CYP.
		The student demonstrates satisfactory awareness of when to seek advice.
		The student reflects on their performance to a satisfactory degree by reflecting upon the scope of their role and how it fits within the responsibilities of others within the team and complies with legislation, policy and protocols.
		The student's reflection of the scope of their own role is satisfactory, allowing for some analysis of their own limitations and future development needs.
1	1–5	The student provides a limited explanation of their actions when they assisted in supporting families/carers to recognise mental health concerns for CYP.
		The student demonstrates limited awareness of when to seek advice.
		The student's ability to reflect on their performance lacks 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.
		The student's reflection of the scope of their own role lacks detail and offers a limited analysis of their own limitations and future development needs.
	0	No creditworthy material.

Indicative content

- the student provides information on mental health awareness, including:
  - strategies to promote positive mental health, such as raising CYP's self-esteem, helping CYP talk about feelings, having open and honest conversations to reduce stigma, and answering questions
  - signs of poor mental health, such as withdrawing, tearful, low mood, agitated, and signs of self-harm (for example, unexplained cuts or marks)
  - importance of early interventions, such as signposting to relevant agencies, seeking support, and information on whom to contact (for example, GP, young persons' support, social worker)
  - range of information, such as health campaigns, leaflets, blogs, and videos
- the student reflects on their performance and identifies scope and boundaries of their role
- the student includes examples of how their role fits within the responsibilities of others within the team:
  - escalate a safeguarding concern
  - consider local protocols and procedures
  - identify other professionals that can support

- o awareness of own limitations of role and when to refer

- o awareness of clear communication, both verbal and written to support individuals

- the student identifies their own limitations and future development needs, such as further training or development to support a skill or remedy a knowledge gap

Accept other appropriate responses.

Theme 3: understanding own scope and role

Question 5

Part A

Referring to your own learning and experience, describe safe practices when moving and positioning children and young people using moving and handling aids.

Part B

Referring to your own learning and experience, explain your responsibilities and the scope of your role in relation to moving and handling children and young people.

(12 marks)

Band	Mark	Descriptor
4	10–12	The student provides a highly detailed account of their actions where they assisted registered professionals in moving and handling CYP. The student explains their understanding of their performance to a high degree by reflecting upon the scope of their role, and how it fits within the responsibilities of others within the team and complies with legislation, policy and protocols. The student suggests high level of skills and behaviours consistent with actual or intended application of knowledge to practice.
3	7–9	The student provides a mostly detailed account of their actions where they assisted registered professionals in moving and handling CYP. The student explains their understanding of their performance to a good degree by reflecting upon the scope of their role, and how it fits within the responsibilities of others within the team and complies with legislation, policy and protocols. The student suggests good level of skills and behaviours consistent with actual or intended application of knowledge to practice.
2	4–6	The student provides a satisfactory account of their actions where they assisted registered professionals in moving and handling CYP. The student explains their understanding of their performance to a satisfactory degree by reflecting upon the scope of their role, and how it fits within the responsibilities of others within the team and complies with legislation, policy, and protocols. The student suggests satisfactory level of skills and behaviours consistent with actual or intended application of knowledge to practice.

Band	Mark	Descriptor
1	1–3	The student provides a limited account of their actions where they assisted registered professionals in moving and handling CYP. The student's explanation of their understanding of their performance shows little reflection upon the scope of their role, and how it fits within the responsibilities of others within the team and complies with legislation, policy and protocols. The student suggests a limited skills and behaviours consistent with actual or intended application of knowledge to practice.
	0	No creditworthy material.

Indicative content

- the student demonstrates an understanding of the need to work within the scope of their role, including:
  - work to a trained level to carry out the task
  - assess competence to carry out the task
  - assess risks
  - work as part of the team
  - follow agreed organisational and local protocols
- the student explains how to move and handle individuals safely when assisting them with their care needs
- the student explains how they check equipment prior to use, including:
  - carry out risk assessment
  - follow appropriate moving and handling techniques when using equipment such as wheelchairs, hoist, slide sheets, and transfer belt/board (for example, knees bent, back straight)
- the student explains how to move and handle people safely when supporting their care needs:
  - when to move people (for example, hourly turns)
  - how to move (for example, 2 staff members to move one person)
  - how to prepare environment (for example, moving equipment out of the way)
- the student demonstrates an understanding of good practice when assisting with delegated tasks, including:
  - work as part of a team (for example, understanding their role within the delegated task/procedure)
  - follow safe working procedures (for example, infection control, handwashing, safe use of equipment)
  - effective communication with child or young person before, during and after delegated tasks
  - the importance of gaining clarification where necessary
  - record information using correct documentation

Accept other appropriate responses.

Question 6

Part A

Referring to your own learning and experience, reflect on your experience and actions when assisting registered professionals with undertaking routine clinical tasks for a child or young person.

Part B

Referring to your own learning and experience, evaluate how you ensure good working practices and any further development needs you have, when assisting registered health professions with designated tasks.

(20 marks)

Band	Marks	Descriptor
4	16–20	The student's understanding of clinical tasks is highly developed with highly detailed explanation of undertaking clinical and risk assessments when carrying out routine and delegated tasks with CYP. The student's evaluation of how they responded to CYP's individual needs during routine and delegated clinical tasks is highly detailed, demonstrating an excellent understanding. The student provides an excellent understanding of best practice when working with CYP and the assessment of own actions is comprehensive and fully developed, allowing for a highly effective analysis of their individual performance.
3	11–15	The student's understanding of clinical tasks is good with clear explanation of undertaking clinical and risk assessments when carrying out routine and delegated tasks with CYP. The student's evaluation of how they responded to CYP's individual needs during routine and delegated clinical tasks is mostly detailed, demonstrating a good understanding. The student provides a good understanding of best practice when working with CYP and assessment of own actions is mostly developed, allowing for a good analysis of their individual performance.
2	6–10	The student's understanding of clinical tasks is satisfactory, with satisfactory explanation of undertaking clinical and risk assessments when carrying out routine and delegated tasks with CYP. The student's evaluation of how they responded to CYP's individual needs during routine and delegated clinical tasks is sufficient, demonstrating a satisfactory understanding. The student provides a satisfactory understanding of best practice when working with CYP and assessment of own actions is sufficient, allowing for a satisfactory analysis of their individual performance.

Band	Marks	Descriptor
1	1–5	The student's understanding of clinical tasks is limited with a lack of explanation of undertaking clinical and risk assessments when carrying out routine and delegated tasks with CYP. The student's evaluation of how they responded to CYP's individual needs during routine clinical tasks is limited, demonstrating a lack of understanding. The student provides a limited understanding of best practice when working with CYP and assessment of own actions is minimal or underdeveloped, allowing for a limited analysis of their individual performance.
	0	No creditworthy material.

Indicative content

- the student understands the need to work within the scope of their role, including:
  - working to a trained level to carry out the tasks
  - assessing competence to carry out the tasks
  - assessing risks
  - working as part of the team
  - following agreed organisational and local protocols
- the student explains how they worked within and as part of a team to support the CYP, including:
  - working towards shared goals
  - following directions
  - observing the individual
  - managing own tasks in a safe manner
  - completing tasks in a timely manner
- the student identifies good practice when undertaking delegated clinical tasks 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, waste disposal, handwashing)
- the student demonstrates how they handle information appropriately in relation to clinical tasks, including:
  - recording accurately and legibly
  - storing

- o   confidentiality

- o   local and national policies

- o   data protection

- the student identifies and further development needs they may have, including:

- o   additional training

- o   shadowing colleagues

- o   seeking feedback

- o   research opportunities

Accept other appropriate responses.

Performance outcome grid

Question	C-PO1	C-PO2	C-PO3	O-PO1	O-PO2	O-PO3	Total
Theme 1							
1		1		1	10		**12**
2	10		10				**20**
Theme 2							
3	3			9			**12**
4						20	**20**
Theme 3							
5	4	4		4			**12**
6		10		10			**20**
Total	17	15	10	24	10	20	**96**
% weighting	**17.5**	**15.5**	**10.5**	**25**	**10.5**	**21**	**100**

Document information

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