



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Mental Health Team

Assignment 2 - Distinction

Guide standard exemplification materials

T Level Technical Qualification in Health Occupational specialism assessment

Guide standard exemplification materials

Supporting the Mental Health Team

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
Hello, my name is (...) and I'm a mental health support worker here. Can you tell me your name?	My name is ... (looks shy, no eye contact and arms folded).	Open body language Eye contact Confident manner Active listening Friendly - smile Speaking clearly, tone, pace and language
How did you travel here today?	I walked here today (no eye contact and speaking quietly).	Open body language Eye contact Confident manner Active listening Friendly – smile Speaking clearly, tone, pace and language
Is there anything I can get you to make you feel more comfortable?	No thank you (looking at the floor and looks tense).	Eye contact Open body language Confident manner Friendly – smile Active listening Speaking clearly, tone, pace and language Empathy

Questions	Response (recording verbal and non-verbal communication)	Key communication techniques
Can you tell me a little bit about yourself?	I'm working part time at the moment in a sports centre (makes eye contact).	Eye contact Open body language Confident manner Friendly – smile Active listening Speaking clearly, tone, pace and language Empathy
How about who you live with?	I live with ... (speaking more confidently with eye contact).	Eye contact Open body language Confident manner Friendly – smile Active listening Speaking clearly, tone, pace and language Empathy
Are the people (makes reference to the people identified in Q5) you live with supportive?	Yes, they are supportive (looks away).	Eye contact Open body language Confident manner Friendly – smile Active listening Speaking clearly, tone, pace and language Empathy

Questions	Response (recording verbal and non-verbal communication)	Key communication techniques
<p>What kind of support do you have from any of your family or friends?</p>	<p>My friend ... is supportive and also my partner (still looking at floor and seems tense).</p>	<p>Eye contact Open body language Confident manner Friendly – smile Active listening Speaking clearly, tone, pace and language Empathy</p>
<p>What kinds of things do you like doing?</p>	<p>I like cycling and cooking (makes eye contact and unfolds arms, looks a little more relaxed).</p>	<p>Eye contact Open body language Confident manner Friendly – smile Active listening Speaking clearly, tone, pace and language Empathy</p>
<p>What kinds of things do you feel confident about doing?</p>	<p>I think I'm confident about cooking (eye contact). I'm not confident with most things (looks back at floor and seems shy).</p>	<p>Eye contact Open body language Confident manner Friendly – smile Active listening Speaking clearly, tone, pace and language Empathy</p>

Questions	Response (recording verbal and non-verbal communication)	Key communication techniques
Can you think of anything that would be helpful for us to do in our weekly sessions?	To help me feel more confident (looks at me then back to the floor, hunched shoulders).	Eye contact Open body language Confident manner Friendly – smile Active listening Speaking clearly, tone, pace and language Empathy
What would you like to achieve in our weekly sessions?	Just to feel more confident and start going out more, I find it difficult going out (looks at the clock and seems a bit anxious, clenching fists).	Eye contact Open body language Confident manner Friendly – smile Active listening Speaking clearly, tone, pace and language Empathy
Is there anything you can think of that would be helpful for me to know about you?	Not really (still clenching fists), No eye contact.	Eye contact Open body language Confident manner Friendly – smile Active listening Speaking clearly, tone, pace and language Empathy

Questions	Response (recording verbal and non-verbal communication)	Key communication techniques
<p>Before we finish today, is there anything else you would like to share with me?</p>	<p>No (looks at me then floor).</p>	<p>Eye contact Open body language Confident manner Friendly – smile Active listening Speaking clearly, tone, pace and language Empathy</p>

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:

Complete a risk assessment at the start which would include:

Telling my colleagues about my concerns

See the service user in a room where there is a window, and I am visible to my colleagues

Making sure there are plenty of staff around

Making sure there is enough space between me and the service user

Check the stress levels of the stress of the service user

Stop the meeting if the service user has been drinking alcohol or taking drugs

Check the history of the service user:

- anger management course details:
 - I explain that anger can be a problem for some people if it's experienced negatively or too often but is a normal healthy emotion
 - I explain I'm going to do 3 anger management strategies
- breathing technique:
 - I look at controlled breathing, as when you are angry heart rate and breathing increases
 - I describe deliberately slow breathing:
 - count slowly to 4 as you inhale
 - count slowly to 6 as you exhale
 - focus on the air in and out of your lungs
- cognitive behavioural therapy (CBT):
 - talking therapy to help manage your problems - anger
 - current problems not past
 - 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 weight of your body sinking into a chair - start with relaxing all parts of your face down to toes

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

Hi, my name is ... (positive open and friendly body language, tone, pace) and I am going to share with you some details about the anger management course we run here. Can I just confirm your name? Before we start can I ask whether you need anything? 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 understand that anger can have a big impact on your life and can affect you in many different ways. We run the courses because we believe that anger can be managed more positively. The course we run is on Tuesdays from 6:30pm to 8pm and is for 6 sessions. Would you like me to go through what we do each week? Ok, well 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. Does that all make sense? Do you have any questions? Ok, well I'm just going to go through 3 different strategies that are popular 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. It's important to learn to slow down your breathing when you are angry, this will help you manage the situation. 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. Let's concentrate on your shoulders, breathe in through your nose, feel any tension and breathe out through your mouth - let the tension go. And again, let us concentrate on your shoulders, breathe in through your nose, feel any tension and breathe out through your mouth- let the tension go. How did you find this exercise?

Now I'm just going to talk you through a different type of strategy for anger management called cognitive behavioural therapy. This is a popular therapy which you could do weekly. 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 physically and emotionally, 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. Does that make sense? Because when we know what your triggers are then we can look at how we can change your behaviour.

For our third anger management technique I'm going to do a visualisation with you. This is a very good way of relaxing yourself and distracting yourself from feeling angry. You need to listen carefully to my voice and focus on the visualisation, imagine you are there. Would you like to get comfortable in the chair? I would like you to 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, deep turquoise and you can see the blends of deep blues and greens in the water. As you visualise the water listen carefully to the ripple of the waves and trickling water. As you relax back into your chair relax your face, relax your forehead, eyes, cheeks, and jaw. Now relax your throat, neck, and shoulders. Release any tension in your shoulders. As you're looking at the beautiful turquoise coloured sea you now see the sand, the white sand which drifts off into the distance. As you feel yourself relaxing more, you can now feel the lovely warm sand surrounding your feet. The sand feels comforting around your feet. The big blue sky sits over the ocean and you can now feel a warm sensation inside. A warm sensation which fills you with warmth, joy, comfort, and happiness. 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? While looking into the distance, you can now see the bright radiant sun, which is warming your face. Your face feels relaxed, warm, and calm. You feel very calm and contented. I'm now going to slowly bring you back from your beautiful beach, when you leave the beach, you will still feel calm, contented, and relaxed. Relaxed and contented. I would like you to slowly open your eyes when you feel ready, when you open your eyes, you will feel ready to continue with your day in a calm and relaxed way. You will have the energy you need to feel positive.

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, (confident with oral and body language, positive and welcoming in manner and demeanour) welcome back to our third session. Today we are going to look at anxiety and the key signs and symptoms. How are you feeling today?

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. Let me know if there is anything, I say which you don't understand. So, when you feel very anxious you might feel worried, scared, shaky, panicky, and completely out of control. Have you ever felt like that? It can be hard to control your worries. There are many reasons why people experience anxiety. Lots of people do, in fact 1 in 6 people experience anxiety (student is confident about their knowledge and can maintain eye contact in a friendly and open manner). This could be around exams, how you look, friendships, boyfriends/girlfriends, homelife, thinking you are going to get ill and many more issues. Do you suffer from anxiety around any of these areas or something different? Is there anything you have found helpful in the past? 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? For example, stopping you doing some of the things you would like to do as you are so worried.

There are all kinds of signs and symptoms you might experience with anxiety. You might experience some of these symptoms or many of them. You might have overwhelming thoughts, feel nervous, restless, have problems concentrating, have an increased heart rate, feel lightheaded, sweating and have an upset stomach. Have you experienced any of these symptoms or maybe something different? Is there anything else you would like to say about anxiety?

I'm going to go through with you a strategy which may be helpful when you are feeling particularly anxious. All strategies take time to learn and be effective.

I'm going to talk through a strategy which will hopefully be helpful when you are very anxious. It's important to understand your own anxiety and it might be useful to keep a diary of your anxiety which includes what you were doing, your thoughts and how you were feeling. 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 negative when you are feeling anxious? Can you think of how you might change these thoughts to something more positive? With

this strategy you can also download an app or watch clips on YouTube to help you. This might also be helpful for you. Before we finish, would you like to say anything else? 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, school, friendships, employment, relationships, happiness.

Check they understand what I am saying.

Feelings – worried, scared, shaky, panicky, out of control, heart palpitations, sweating hands.

1 in 6 experience anxiety.

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

Challenge negative self-talk.

I can't - I can.

I can't breathe – you can breathe, breathe slowly.

I'm going to die – you are not going to die, you are anxious.

I can't cope – you can cope with support.

Observe body language – be confident and friendly (me).

Download anxiety/negative/positive self-help app.

YouTube.

Ask any other questions.

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	
Understanding depression	
Strategies to help cope with low mood	
Anxiety strategies and techniques	✓

Summary of information covered in today's session
<p>Understanding and explaining anxiety.</p> <p>Identified common feelings associated with anxiety.</p> <p>Feeling worried scared, shaky, panicky and completely out of control - can be really hard to control your worries.</p> <p>There are many reasons why people experience anxiety - 1 in 6 people experience anxiety.</p> <p>Feelings.</p> <p>Symptoms.</p> <p>Suggestions of anxiety app and YouTube films.</p>

Strategy/technique demonstrated/talked through with individual
<p>Negative self-talk strategy.</p> <p>Thinking of ways to change any negative self-talk into positive self-talk.</p> <p>I can't breathe – you can breathe, breathe slowly.</p> <p>I'm going to die – you are not going to die, you are anxious.</p> <p>I can't cope – you can cope with support.</p>

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.

Visualisation techniques.

Diary of anxiety throughout the week, triggers, situation, feelings, time of day.

Support worker signature	Leila Roberts	Date	12 th March 2020
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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. Before we start, is there anything I can get you? Ok, well to start with 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. Is that ok?

Item E: safety plan

Name	Lia Gold	Date of birth	24/05/2000	Age	20 years
Date of meeting	14 th September 2020	Support worker	Rowan Lee		

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.

Can you tell me more? (me)

Um, well there are 2 different things I usually do. Would you like me to tell you both? One of the things I do is punch myself in the stomach, I do this until I feel sick – well actually until I can't feel anything. Only the next day I do. I can really feel the pain. I also deliberately eat food I don't like – it's weird. But it then makes me feel sick.

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 do anything. I want to feel the pain.

Why? (me)

I don't want to feel the humiliation of telling anyone.

It's important that you do seek medical help or advice if you are in a lot of pain, just in case you need medical help. You always have the option of A & E or asking for an emergency appointment with your GP. (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.

Ok, so your warning triggers are when you think about your relationship with your boyfriend? Can you think of why this relationship makes you feel out of control and as though you would like to self-harm? (me)

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

I'm going to give you some suggestions that you could try instead of self-harming. So, when you feel like self-harming you could try this example to minimise hurting yourself. Make sure you always have an elastic band with you. If you feel like self-harming you can ping the elastic band on your wrist, it might feel like it stings a little. You could do this three times. This is an easy thing to do anywhere. Does this make sense? (me)

Another thing you could do is draw on the area where you want to self-harm, like your stomach. Perhaps with a red or black felt tip. Do you think this might be help and be useful for you? (me)

I guess I wouldn't be hurting myself then. Maybe this would stop or help me with the urges.

Very good! (me)

Can you think of anything else that you could try when you feel like self-harming? Anything that you can think of that would be an alternative to self-harming and is safe? (me)

I could do is talk to my friend Guy when I am feeling anxious or down.

How would it help? (me)

He understands me. I do find that I am less likely to self-harm when I have spoken with Guy.

That sounds like it might be helpful for you. (me)

There are many distraction techniques you can use as a coping strategy though they take time and practise to be effective so you might need to practise a lot before they work.

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 you but allows you to focus on where you want to self-harm in a safe way.

Do you think this might be help and be useful for you? (me)

I guess I wouldn't be hurting myself then. Maybe this would stop or help me with the urges.

Very good! (me)

Other ideas are to splash lots of cold water on your face or/and phone a friend. You could go for a run or do some other exercise that you like. For example, a dance workout or yoga; you can practise loads of these ideas on

YouTube or TikTok. (Me)

You could also watch your favourite programme on Netflix, there's always something good on Netflix. Or have a bath, light a candle - whatever works for you.

Do any of these distractions sound like they might be helpful for you?

Yes, they sound good ideas.

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.

That is very good! Can you expand on that? (me)

When I feel like self-harming I could try and comfort myself with positive and soothing thoughts like calm down, it will be ok, you don't need to do that, the feeling will pass. I could also have a warm bath with a candle as this is something I find relaxing.

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

I could call you.

Can you think of anyone else you could speak with if you feel like self-harming or are feeling low? Perhaps someone supportive, who you trust and is helpful? (me)

My friend Guy, they really understand how I feel and they're good at listening to me and calming me down. They're supportive.

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.

What else? (me)

My GP could see me every four weeks to check how I am. My mum could try and listen more and maybe you could see me more or give me a phone call as well as seeing me each week.

Support worker signature	Date
Rowan Lee	20 th September 2020

Examiner commentary

The student demonstrated excellent knowledge of mental health conditions and was able to communicate in a highly effective manner. The student demonstrated confidence in all task discussions and behaved in an appropriate manner consistent with professionalism. This was evident in the student's recording of their observations of both verbal and non-verbal communication. The recordings of information were accurate and relevant. There was depth and insight of observing and recording non-verbal communication. For example, "looks shy, no eye contact and arms folded".

The student was able to ask appropriate questions which elicited relevant information in the role plays. The student focused on finding out information about the individual and developed all points with appropriate questions. The student also responded appropriately by paraphrasing, summing up or/and probing. This reflected best practice and professional competence.

The student was interactive, confident and demonstrated appropriate body language, tone and choice of words in a friendly and open manner.

The student also demonstrated excellent understanding around the impact of mental health, which was evident in the role plays, anger management, self-harm and anxiety strategies and safety plan. The student was able to coherently identify key signs and symptoms of anxiety.

The student was able to identify appropriate anger management strategies and confidently and appropriately describe these strategies.

The student was able to understand the importance of time keeping which was evident in the role plays. The student also demonstrated professionalism through understanding and demonstrating appropriate professional boundaries and responses.

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:

Grade	Demonstration of attainment
	<ul style="list-style-type: none"> ○ working as part of a team to use relevant equipment effectively and safely and following correct monitoring processes ○ 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

Grade	Demonstration of attainment
	<p data-bbox="352 374 619 405">developing proficiency</p> <ul data-bbox="263 427 1484 842" style="list-style-type: none"><li data-bbox="263 427 1484 533">• 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 data-bbox="319 555 1436 842" style="list-style-type: none"><li data-bbox="319 555 1436 622">○ working as part of a team to use relevant equipment accurately and safely and consistently following correct monitoring processes<li data-bbox="319 645 1436 712">○ calculating scores, reporting and differentiation of normal and abnormal results adeptly, consistently and reliably to the relevant registered professional<li data-bbox="319 734 1436 842">○ 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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Change History Record

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