

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Mental Health Team

Assignment 3 – Professional discussion

Mark scheme

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Supporting the Mental Health Team

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Assignment 3

Professional discussion

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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

Past Paper

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.

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 bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

When determining a band, you should use a bottom-up approach. If the response meets all the descriptors in the lowest band, you should move to the next one, and so on, until the response matches the band 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 bands, you should use a best-fit approach at this stage and use the available marks within the band 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.

Mark scheme

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

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 Mental Health Team (option C)

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

Theme 1: assisting the mental health team with mental health tasks and therapeutic interventions

Question 1

Part A

Referring to your own learning and experience, discuss why it is good practise to monitor the physical health of individuals with a diagnosed mental health condition.

Part B

Referring to your own learning and experience, explain observations that could show someone's physical health has declined.

(12 marks)

Band	Mark	Descriptor
4	10–12	<p>Description of a situation when the student observed a patient's physical health (or their proposed alternative example) is highly detailed.</p> <p>Demonstration of excellent understanding in which the student comprehensively discusses the importance of monitoring physical health.</p> <p>Student shows excellent discussion of relevant experience of observing when physical health has deteriorated.</p>
3	7–9	<p>Description of a situation when the student observed a patient's physical health (or their proposed alternative example) is mostly detailed.</p> <p>Demonstration of good understanding in which the student shows mostly detailed discussion of the importance of monitoring physical health.</p> <p>Student shows good discussion of mostly relevant experience of observing when physical health has deteriorated.</p>
2	4–6	<p>Description of a situation when the student observed a patient's physical health (or their proposed alternative example) shows satisfactory detail</p> <p>Demonstration of some understanding in which the student shows satisfactory discussion of the importance of monitoring physical health.</p> <p>Student shows satisfactory discussion of some relevant experience of observing when physical health has deteriorated.</p>

Band	Mark	Descriptor
1	1–3	<p>Description of a situation when the student observed a patient's physical health (or their proposed alternative example) shows limited detail.</p> <p>Demonstration of little understanding in which the student shows limited discussion of the importance of monitoring physical health.</p> <p>Student shows limited discussion of little relevant experience of observing when physical health has deteriorated.</p>
	0	No creditworthy material.

Indicative content

Monitoring of health.

Good practice, such as:

- evaluating the principles and application of person-centred care, adaptable to any care environment
- recognition of how physical health impacts on mental health
- awareness of how physiological measurements can assist diagnosis/treatment
- the significance of some physical conditions resulting in mental health symptoms (for example, infection leading to confusion)
- better health outcomes, physical and psychological
- effective monitoring contributes to better services and outcomes

Student describes indicators of changes to physical health.

Student understands the role and responsibility of mental health care teams and care practices.

Student takes responsibility for their own learning and can identify areas where personal development is needed relevant to the theme.

Shows awareness of observations, such as:

- mood levels
- cognitive changes
- body language
- fatigue levels

Student may include the following observations, such as:

- physical changes – weight loss/gain
- changes in appetite

- significant changes in behaviour
- avoidance behaviour
- withdrawal/low mood
- self-harm
- suicide

Student describes indicators of changes to physical health.

Student evaluates the principles and application of person-centred care, adaptable to any care environment.

Student understands the role and responsibility of mental health care teams, care practices.

Student takes responsibility for their own learning and can identify areas where personal development is needed relevant to the theme.

Accept other appropriate responses.

Question 2

Part A

Referring to your own learning and experience, explain how communication skills can be used to support effective interventions with service users.

Part B

Referring to your own learning and experience, evaluate the impact of your communication skills in relation to a service user.

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>Explanation of communication skills shows highly detailed knowledge and excellent understanding of the range that can be used in a mental health care setting.</p> <p>Student demonstrates comprehensive understanding of communication in highly relevant contexts. Student presents this as an excellent evaluation of their experience and/or study.</p> <p>Student can explain their experiences in detail, with excellent understanding of poor communication skills and highly detailed understanding of the impact on themselves, the patient and the organisation.</p>
3	11–15	<p>Explanation of communication skills shows mostly detailed knowledge and good understanding of the range that can be used in a mental health care setting.</p> <p>Student demonstrates good understanding of communication in mostly relevant contexts. Student presents this as a good evaluation of their experience and/or study.</p> <p>Student mostly explains their experiences in detail, with good understanding of poor communication skills and mostly detailed understanding of the impact on themselves, the patient and the organisation.</p>
2	6–10	<p>Explanation of communication skills shows a satisfactory level of detailed knowledge and some understanding of the range that can be used in a mental health care setting.</p> <p>Student demonstrates satisfactory understanding of communication in some relevant contexts. Student presents this as a satisfactory evaluation of their experience and/or study.</p> <p>Student explains their experiences with some detail, with satisfactory understanding of poor communication skills and some detailed understanding of the impact on themselves, the patient and the organisation.</p>

Band	Mark	Descriptor
1	1–5	<p>Explanation of communication skills shows a limited level of detailed knowledge and little understanding of the range that can be used in a mental health care setting.</p> <p>Student demonstrates limited understanding of communication, context may be limited or irrelevant. Student presents this as a limited evaluation of their experience and/or study.</p> <p>Student explains their experiences with little detail, with limited understanding of poor communication skills and little detailed understanding of the impact on themselves, the patient and the organisation.</p>
	0	No creditworthy material.

Indicative content

Student demonstrates knowledge of the principles of good communication in practice, such as:

- shows awareness of communication solutions and techniques, including in relation to language, behaviours and practical tools
- acknowledges barriers to communication (for example, language differences, processing issues, sensory impairment (such as hearing problems))
- acknowledges strategies to address these (for example, use of an interpreter)
- describes indicators of poor communication, by reference to colleagues and/or service user
- takes into account any learning difficulties
- effective listening skills (paraphrasing)
- awareness of cultural differences
- supportive tools, such as Makaton and sign language
- verbal and non-verbal communication techniques
- adaptable to any care environment

Demonstrates knowledge of the impact of poor communication skills on service user, such as:

- poor quality of care
- delayed recovery
- additional harm
- relapse of condition
- less confidence in the system
- disengagement from services

Demonstrates knowledge of the impact of appropriate communication skills on the service user, such as:

- excellent quality of care
- faster recovery
- less harm
- less chance of relapse of condition
- more confidence in the system
- improved engagement with services

Impact on mental health support worker (mental health assistant), such as:

- positive feedback
- praise and recognition – performance appraisal
- job satisfaction
- more responsibility
- more confidence in capability

Student takes responsibility for their own learning and can identify areas where personal development is needed, relevant to the theme.

Student references evaluation of communication skills with evidence from feedback (manager, questionnaire, team meeting, informal/formal).

Accept other appropriate responses.

Theme 2: promoting an individual's mental wellbeing

Question 3

Part A

Referring to your own learning and experience, discuss how signs and symptoms associated with a specific mental health condition impact on an individual's health and wellbeing.

Part B

Referring to your own learning and experience, outline the benefits **and** drawbacks of a treatment that is available for the mental health condition discussed in **part A**.

(12 marks)

Band	Mark	Descriptor
4	10–12	<p>Student discussion demonstrates an excellent understanding of the impact of the signs and symptoms of a specific mental health condition upon an individual's health and wellbeing. Student very effectively links their knowledge of a specific mental health condition with a detailed reflection on their experiential scenario.</p> <p>Discussion of a situation where the student demonstrates highly developed knowledge and understanding of a range of treatment types used to treat a specific mental health condition.</p> <p>Understanding of clinical interventions substantively furthers the discussion of the scenario and the student clearly articulates their assessment of signs, symptoms and planned treatment of the individual. This may be positive, neutral, or negative but will indicate a persuasive standpoint that is based on their knowledge and interpretation of their experience.</p>
3	7–9	<p>Student discussion demonstrates a good understanding of the impact of the signs and symptoms of a specific mental health condition upon an individual's health and wellbeing. Student mostly links their knowledge of a specific mental health condition with a good reflection on their experiential scenario.</p> <p>Discussion of a situation where the student demonstrates good knowledge and understanding of a range of treatment types used to treat a specific mental health condition.</p> <p>Understanding of clinical interventions furthers the discussion of the scenario and the student articulates their assessment of signs, symptoms and planned treatment of the individual. This may be positive, neutral, or negative but will indicate a standpoint that is based on their knowledge and interpretation of their experience.</p>

Band	Mark	Descriptor
2	4–6	<p>Student discussion demonstrates a satisfactory understanding of the impact of the signs and symptoms of a specific mental health condition upon an individual's health and wellbeing. Student somewhat links their knowledge of a specific mental health condition with some reflection on their experiential scenario.</p> <p>Discussion of a situation where the student demonstrates some knowledge and understanding of some treatment types used to treat a specific mental health condition.</p> <p>Understanding of clinical interventions contributes to the discussion of the scenario and the student articulates their assessment of signs, symptoms and planned treatment of the individual. This may be positive, neutral, or negative but will indicate a tenuous standpoint that is based on their knowledge and interpretation of their experience.</p>
1	1–3	<p>Student discussion demonstrates a limited understanding of the impact of the signs and symptoms of a specific mental health condition upon an individual's health and wellbeing. Student shows limited ability to link their knowledge of a specific mental health condition with little reflection on their experiential scenario.</p> <p>Discussion of a situation where the student demonstrates limited knowledge and understanding of a limited range of treatment types used to treat a specific mental health condition.</p> <p>Understanding of clinical interventions minimally furthers the discussion of the scenario and the student articulates their assessment of signs, symptoms and planned treatment of the individual. This may be positive, neutral, or negative but will indicate an unpersuasive standpoint that lacks evidence of knowledge and understanding.</p>
	0	No creditworthy material.

Indicative content

Student demonstrates knowledge of common symptoms, such as:

- feeling nauseous
- change in weight
- irritability
- avoiding social interactions

Student could demonstrate knowledge of signs:

- personal hygiene
- weight change

- communication style changes (for example, body language)
- disengagement
- missed appointments
- mood changes
- breakdown of relationships
- chaotic lifestyle, family dynamics, choices, risky behaviours

Student could demonstrate knowledge of impact on the following:

- relationships (for example, family, friends, partners)
- education
- work/employment (for example, financial stability)
- weight gain/loss

Student could demonstrate knowledge of different treatments of mental health condition:

- medication selective serotonin reuptake inhibitors (SSRI's) (list of antidepressants)
- talking therapies
- support programmes
- group therapy
- classes
- recreational groups

Student could demonstrate knowledge of treatment benefit (for example, medication lowers blood pressure, which in turn reduces feelings of irritability).

Student could demonstrate knowledge of treatment drawback (for example, unwanted side effects of medication, including bad taste in mouth, fatigue, and drowsiness).

Student could demonstrate knowledge that the content of care plans may include mental health monitoring, physiological measurements and diagnostic tools.

Accept other appropriate responses.

Question 4

Part A

Referring to your own learning and experience, analyse the process taken when planning to discharge a service user from hospital.

Explain how this process supports the service user's health and wellbeing.

Part B

Referring to your own learning and experience, reflect on a situation where a service user has been effectively supported during a significant life event.

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>Description of service frameworks is excellent and includes policy complexities, demonstrating deep understanding of national guidelines and local service frameworks.</p> <p>Highly detailed explanation of ways in which the student interacted with, and worked within, policy and guidance frameworks demonstrates sound technical understanding.</p> <p>Student demonstrably understands the placement of guidance and frameworks in their experience and how these contribute to common practice.</p> <p>Student presents a deep, highly coherent reflection of their work with a multi-disciplinary team (MDT) and registered practitioners and clearly links this to their experience.</p> <p>Detail includes specifics of the actions the student took and/or observed and fully understood.</p> <p>Student confidently and coherently explains a relevant experience of how an individual's health and wellbeing has been supported through a significant life event. Narrative demonstrates a highly developed understanding of the application of communication and care models to a specific example.</p>

Band	Mark	Descriptor
3	11–15	<p>Description of service frameworks has good detail and includes policy complexities, demonstrating good understanding of at least one national guideline and at least one local service framework.</p> <p>Detailed explanation of ways in which the student interacted with, and worked within, policy and guidance frameworks demonstrates good technical understanding.</p> <p>Student shows good understanding of the placement of guidance and frameworks in their experience and how these contribute to common practice.</p> <p>Detail includes specifics of most of the actions the student took and/or observed and fully understood.</p> <p>Student explains a relevant experience with structured and coherent detail of how an individual's health and wellbeing has been supported through a significant life event. Narrative demonstrates a good understanding of the application of communication and care models to a specific example.</p>
2	6–10	<p>Description of service frameworks has satisfactory detail and includes policy references, demonstrating some understanding of at least one national guideline or at least one local service framework.</p> <p>Satisfactory explanation of ways in which the student interacted with, and worked within, policy and guidance frameworks demonstrates basic technical understanding.</p> <p>Student shows some understanding of the placement of guidance and frameworks in their experience and how these contribute to common practice.</p> <p>Detail includes specifics of some actions the student took and/or observed and fully understood.</p> <p>Student explains an experience with some relevant detail of how an individual's health and wellbeing has been supported through a significant life event. Narrative demonstrates some understanding of the application of communication and care models to a specific example.</p>

Band	Mark	Descriptor
1	1–5	<p>Description of service frameworks has limited detail. Understanding of policy complexities is low and detail refers minimally to national guidance or a local service framework.</p> <p>Limited explanation of ways in which the student interacted with, and worked within, policy and guidance frameworks lacks technical understanding.</p> <p>Student shows limited understanding of the placement of guidance or frameworks in their experience and how these contribute to common practice but lacks depth, competence and application.</p> <p>Detail lacks specifics of the actions the student took and/or observed.</p> <p>Student gives basic explanation which lacks factors relevant to supporting an individual's health and wellbeing through a significant life event. Narrative shows limited understanding of the application of communication and care models to a specific example.</p>
	0	No creditworthy material.

Indicative content

The student could demonstrate knowledge of the process when discharging a service user, including:

- reference to:
 - service frameworks
 - policy and guidance frameworks
 - national guidelines
 - local service framework
- explanation of actions taken or observed, such as:
 - liaising with different members of a MDT
 - patient agreement
 - complete risk assessment
 - letter to GP
 - follow-up appointment
 - liaises with family/carers for views and keeps them informed
 - arrange supply of medications

When supporting an individual's mental health who is experiencing a life event, the student could include:

- person-centred approaches
- support available (social networks, family, friends, services)

- referral to specific support and counselling
- encourage them to speak with other relevant professionals
- crisis referral number
- maintain and increase contact with them
- check safeguarding requirements (if children or vulnerable adults involved)
- involve agencies (multi-agency communication (for example, police, social services, GP))

Accept other appropriate responses.

Past Paper

Theme 3: risk assessment and prevention

Question 5

Part A

Referring to your learning and experiences, explain the importance of the Mental Health Act (2007).

Part B

Reflect on a situation in your placement, or learning experience, where a specific section of the Mental Health Act (2007) has been applied when working with a service user.

(12 marks)

Band	Mark	Descriptor
4	10–12	<p>Explanation of the Mental Health Act (2007) includes highly detailed knowledge and excellent understanding of its importance to effective care and management of risk in the sector.</p> <p>Student clearly and coherently links named sections with a specific, compelling experience or scenario. This is firmly and coherently situated in the healthcare setting with demonstrable relevance to the mental health setting.</p> <p>Student demonstrates, excellent understanding of the application of the Mental Health Act (2007) in practice, in named, specific contexts. Student presents this as a critical reflection of their experience and/or study.</p>
3	7–9	<p>Explanation of the Mental Health Act (2007) includes mostly detailed knowledge and good understanding of its importance to effective care and management of risk in the sector.</p> <p>Student mostly links named sections with a specific, compelling experience or scenario. This is situated in the healthcare setting with relevance to the mental health setting.</p> <p>Student demonstrates good understanding of the application of the Mental Health Act (2007) in practice, in named, specific contexts. Student presents this as a good, reflective description of their experience and/or study.</p>
2	4–6	<p>Explanation of the Mental Health Act (2007) includes satisfactory knowledge and understanding of its importance to effective care and management of risk in the sector.</p> <p>Student links named sections with a specific experience or scenario. This is situated in the healthcare setting with some relevance to the mental health setting.</p> <p>Student demonstrates limited understanding of the application of the Mental Health Act (2007) in practice, in named, specific contexts. Student presents this as a reflective description of their experience and/or study although this lacks criticality.</p>

Band	Mark	Descriptor
1	1–3	<p>Explanation of the Mental Health Act (2007) includes limited knowledge and understanding of its importance to effective care and management of risk in the sector.</p> <p>Student tenuously links named sections with a vague experience or scenario. This is tentatively situated in the healthcare setting with limited relevance to the mental health setting.</p> <p>Student demonstrates limited understanding of the application of the Mental Health Act (2007) in practice, in named, specific contexts. Student presents this as a simple description of their experience and/or study.</p>
	0	No creditworthy material.

Indicative content

Explains the importance of the Mental Health Act (2007):

- protect the rights of people with mental health conditions
- covers the assessment, treatment and rights of people with a mental health condition
- gives legal power when applying to detain people under the Mental Health Act (2007)

Refers to a specific section of the Mental Health Act (2007), such as:

- Section 2 of the Mental Health Act (2007)– detaining for assessment of mental health when individual does not have capacity to make this decision/take this action
- Section 3 of the Mental Health Act (2007)– detaining for treatment under the Mental Health Act (2007) (often follows Section 2, can last for up to 6 months)
- Section 5 (4) – power given to mental health nurse valid for 4 hours
- Section 5 (2) – power given to doctor can detain them until they can get a Section 2
- Section 17 –when doctor has signed form for them to leave hospital for a limited time (for appointments or visits home)
- Section 136 – when police bring the individual to the mental health 136 assessment suite

Accept other appropriate responses.

Question 6

Part A

Referring to your own learning and experience, discuss the importance of safeguarding in a mental health care setting.

Part B

Reflect on a situation in your placement, or a learning experience where strategies were used effectively to minimise risk to a service user with a specific mental health condition.

(20 marks)

Band	Mark	Descriptor
4	16–20	<p>Discussion of safeguarding includes highly detailed knowledge and deep understanding of the 6 core principles of safeguarding, as defined in the Health and Social Care Act (2008).</p> <p>Student clearly and coherently links named safeguarding principles and their knowledge of mental health conditions with a specific, compelling experience or scenario.</p> <p>Student demonstrates excellent understanding of the application of safeguarding in practice, in named, specific contexts. Student presents this as a critical reflection of their experience and/or study.</p> <p>Student can explain, in detail, their experiences, with strong understanding of safeguarding within the scope of the Deprivation of Liberty Safeguards/Liberty Protection Safeguards. This includes scope, content and practical application in the mental health setting with clear contextual relevance.</p>
3	11–15	<p>Discussion of safeguarding includes mostly detailed knowledge and good understanding of the 6 core principles of safeguarding, as defined in the Health and Social Care Act (2008).</p> <p>Student mostly coherently links named safeguarding principles and their knowledge of mental health conditions with a specific experience or scenario.</p> <p>Student demonstrates good understanding of the application of safeguarding in practice, in named, specific contexts. Student presents this as a reflective description of their experience and/or study.</p> <p>Student can explain their experiences with good understanding of safeguarding within the scope of the Deprivation of Liberty Safeguards/Liberty Protection Safeguards. This includes scope, content and practical application in the mental health setting.</p>

Band	Mark	Descriptor
2	6–10	<p>Discussion of safeguarding includes satisfactory knowledge and understanding of the 6 core principles of safeguarding, as defined in the Health and Social Care Act (2008).</p> <p>Student links named safeguarding principles and their knowledge of mental health conditions with a specific experience or scenario.</p> <p>Student demonstrates some understanding of the application of safeguarding in practice, in named, specific contexts. Student presents this as a description of their experience and/or study.</p> <p>Student can explain their experiences with some evidence of understanding of safeguarding within the scope of the Deprivation of Liberty Safeguards/Liberty Protection Safeguards. This includes scope, content and practical application in the mental health setting but lacks depth.</p>
1	1–5	<p>Discussion of safeguarding includes limited knowledge and understanding of the 6 core principles of safeguarding, as defined in the Health and Social Care Act (2008).</p> <p>Student tenuously links named safeguarding principles and their knowledge of mental health conditions with a vague experience or scenario.</p> <p>Student demonstrates limited understanding of the application of safeguarding in practice, in named, specific contexts. Student presents this as a limited description of their experience and/or study.</p> <p>Student can outline their experiences with limited understanding of safeguarding within the scope of Deprivation of Liberty Safeguards/Liberty Protection Safeguards. This includes one aspect of scope, content, or practical application in the mental health setting.</p>
	0	No creditworthy material.

Indicative content

Demonstrates knowledge of the importance of safeguarding, including:

- implications of safeguarding protections on service users and professionals, such as:
 - service users' legal right to be protected, their confidentiality to be protected and legal right to consent to care
 - service users' legal right to have personal information protected (for example, GDPR)
 - professionals' legal responsibilities to report and act on information
 - professionals' legal responsibilities to comply with data protection, information sharing and confidentiality
 - refers to adult safeguarding and/or child safeguarding
 - mentions capacity within safeguarding context
 - refers to safeguarding as protecting a person's right to live in safety, free from abuse or neglect

- demonstrates knowledge of safeguarding duties the local authority has
- includes knowledge of the difference between abuse and neglect

Demonstrates knowledge of safeguarding delivery in mental health settings, in the context of service users who have needs relating to diagnosed mental health conditions

Demonstrates knowledge of the 5 principles of the Deprivation of Liberty Safeguards/Liberty Protection Safeguards, including their placement in the Mental Capacity Act (2005).

Demonstrates understanding of scenarios in which Deprivation of Liberty Safeguards/Liberty Protection Safeguards may be assessed and executed and the contexts in which such work takes place.

Demonstrable knowledge of risks associated with mental health conditions that are identifiable, diagnosable and recognisable by medical professionals and classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification for Diseases (ICD).

Demonstrates knowledge of the application of therapeutic and clinical interventions for mental health in relation to harm minimisation, (for example, treatment of self-harm using ice cubes, elastic bands, drawing on the body with a pen, buddy box – things to do, positive reminders, herbal teas, colouring book, stress ball, safety plan).

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		7		3	12
2	10			10			20
Theme 2							
3	1	1	6			4	12
4	5	5		5	5		20
Theme 3							
5	1	1	4	2	1	3	12
6	2	2			9	7	20
Total	20	10	10	24	15	17	96
% weighting	21	10	10	25	16	18	100

Document information

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Owner: Head of Assessment Design

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