



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Care of Children and Young People

Assignment 3 – Professional discussion

Provider delivery guide

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Assignment 3

Professional discussion

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Conducting the professional discussion

Assessment conditions

- during the preparation time, provider's staff will distribute the assessment materials (themes and questions) so that students can select an appropriate reflective account to support the professional discussion and make notes on the template provided
- during the 45 minutes, students will make notes to support their discussion – this should be immediately prior to the discussion
- they will use assessment materials provided and their own reflective account portfolio to produce notes, which will support and guide their answers appropriately
- students are allowed to use this preparation time to make notes but may only have access to their reflective account portfolios
- there is no limit on the amount of notes that a student can take into the discussion, but the intention is that this assessment reflects an authentic professional conversation so excessive, script style notes are likely to hinder, not benefit, a student, especially when spontaneous questions are asked
- there should be no unsupervised period between the preparation and the professional discussion

Use of questioning

During the discussion, the different parts of each question (for example, in question 1, part A and part B) should be asked chronologically to support structuring the student's answer. When stated, the student will have to refer to the same example in both parts but can also draw on multiple examples from their experiences in the classroom or on their work placement to illustrate their point.

The discussion supervisor has the opportunity to ask 3 questions per theme (refer to assessment materials for question content). Before moving on to the next theme, the discussion supervisor must also ask if the student would like to add or clarify anything, as the student cannot return to a theme once the discussion has progressed to the next theme. This brings the total to 4 questions per theme, and 12 questions per discussion.

It is important that the discussion supervisor is able to have a two-way conversation with the student whilst also ensuring that the assessment remains fair for all students. Students are permitted to take notes into the assessment room to support their discussion.

The acceptable questions are not subject-specific but are instead based on the reflective cycle and are designed to elicit fuller responses and further detail.

When using the questions, please note:

- the discussion supervisor can ask up to 3 clarification questions per theme, adapted from the list provided
- the discussion supervisor must also ask an additional clarification question before moving on to the next theme or completing the assessment
- the discussion supervisor may repeat questions in different themes
- the discussion supervisor may repeat or rephrase questions, if requested
- all questions must be asked in the allotted 1 hour

- questions can be asked at any point during a theme; however, the student cannot return to a previous theme once they have moved on to the next theme

In the conversation, the discussion supervisor should choose the most appropriate keywords to form their questions.

Questions

The discussion supervisor should use a maximum of 3 questions constructed from the list below and ask an additional question before moving on to the next theme.

The wording of questions can be amended to suit the discussion supervisor's tone; the bullet points underneath are suggestions for alternatives, but the core message and content should not be altered to change or combine questions.

Can you describe what happened?

- when?
- where?
- who?
- what?
- why?
- what were the results?

How did you feel you impacted on the situation?

- before/during/ after
- the feelings of others
- difference in current perspective

Can you evaluate your experience?

- executed well/not well
- your contributions – positive/negative
- others' contributions – positive/negative

Can you analyse what happened with reference to your own knowledge, skills and behaviours?

- strengths and weaknesses
- knowledge and learning
- evidence-based practice

What conclusions can you draw from the situation?

- learnings

- improve outcomes
- knowledge and skill gaps

What actions are planned for next time?

- future changes
- develop knowledge and skills
- appropriate knowledge and next steps
- feedback from others

Final question (essential to include)

Is there anything else that you would like to:

- add
- clarify
- reflect
- share
- contribute

Evidence requirements

- audio visual evidence

Information for tutors

Professional discussion questions

Please complete the details below clearly and in BLOCK CAPITALS.

	Significant learning experience discussed
Theme 1	
Theme 2	
Theme 3	

Student name	
Provider name	

Student number		Provider number	
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Please read the following out to the student

You will be asked 4 questions for each theme. The questions are divided into sub-parts, but the marks will be for the question as a whole. Each theme is worth 32 marks.

The professional discussion will be recorded, and the discussion marked by an external examiner. It should last no longer than 1 hour.

Please take your time to answer the questions. You can ask me to repeat the question once. Remember you can refer to your prepared chosen reflective accounts throughout the professional discussion. Are you ready to start the assessment?

We will start with theme 1.

Themes and questions for the professional discussion

The themes and questions that will form the basis of the professional discussion for this series are below.

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)

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)

(12 marks + 20 marks = 32 marks)

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

The theme concerns safeguarding children and young people and promoting mental health for children and young people with families and carers, including recognising signs of self-harm.

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)

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)

(12 marks + 20 marks = 32 marks)

Theme 3: understanding own scope and role

The theme concerns understanding your own scope and role when you assist registered health professionals with moving and handling children and young people while you are completing designated tasks.

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)

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)

(12 marks + 20 marks = 32 marks)

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