



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Therapy Teams

Assignment 2 - Practical activities part 2

Provider delivery guide with mark scheme

v1.3: Specimen assessment materials
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T Level Technical Qualification in Health Occupational specialism assessment (OSA)

Supporting the Therapy Teams

Provider delivery guide with mark scheme

Assignment 2

Practical activities Part 2

Contents

Document security	4
Introduction	5
Summary of the practical activities assessment (PAA)	6
Assessor instructions	7
Assessor information	8
PAA delivery	10
Practical activity scenario 1	11
Item A: individual's care plan	13
Item B: risk assessment form	15
Floor plan scenario 1	16
Practical activity scenario 2	17
Item C: individual's care plan	19
Floor plan scenario 2	21
Practical activity scenario 3	22
Barthel index (BI): role play script	24
Item E: adapted Barthel index (BI)	26
Floor plan scenario 3	28
Practical activity scenario 4	29
Item F: individual's care plan	31
Floor plan scenario 4	32
PAA mark scheme	33
Marking guidance	33
Scenario-specific skills marking grid	34

Underpinning Skills marking grid	39
Indicative content	43
Practical activity scenario 1	43
Practical activity scenario 2	43
Practical activity scenario 3	44
Practical activity scenario 4	44
Performance outcome grid	46
Document information	47
Change History Record	47

SAMPLE

Document security

To be opened on (day of the week) (date) (month) (year) at 9:00am, 7 working days prior to the assessment period from (day of the week) (date) (month) (year) to (day of the week) (date) (month) (year).

This assessment material must **not** be shared with students. Any breach of this assessment material must be reported to NCFE **immediately** in accordance with the assessment regulations found at www.qualhub.co.uk.

Time allowed

1 hour 35 minutes

Paper number

(paper number)

SAMPLE

Introduction

This document must be used to deliver and mark the practical activity assessment for the (insert series) series of Supporting the Therapy teams.

It is the responsibility of the internal moderator to follow the guidance contained within this document and ensure that a consistent approach is taken to the delivery and marking for all students through a satisfactory internal standardisation process.

SAMPLE

Summary of the practical activities assessment (PAA)

The PAA aspect of the occupational specialism component requires students to demonstrate practical activities taken from the list of practical activities published by NCFE CACHE in September (insert year). The list of practical activities is published in the tutor guidance document which can be found at www.qualhub.co.uk.

The PAA is externally set by NCFE.

The PAA is internally marked by provider assessors and moderated by NCFE. Providers are required to audio-visually record the performances of all students.

The PAA requires students to complete the **4** practical activity scenarios detailed in this document.

The PAA is assessed against 2 mark schemes:

- a scenario specific skills mark scheme - this mark scheme is applied to award a mark for every practical activity scenario
- an underpinning skills mark scheme - this mark scheme is applied to award a mark across the practical activity scenarios

Assessor instructions

- this assessment requires students to demonstrate the 4 practical activity scenarios detailed in this document, the practical activity scenarios are taken from the list of practical activities published by NCFE CACHE in September (insert year)
- it is the responsibility of the internal moderator to follow the guidance contained within this document and ensure that the practical activity scenarios are set up correctly at different stations within a suitable assessment environment
- the floor plans included are illustrative to suggest an appropriate layout for each scenario; it is not a requirement to exactly replicate the floor plan and there may be resources and equipment not represented on the floor plan
- students will move between the 4 stations during the assessment, once the first student has completed station 1 and moved to station 2, the next student will be admitted to station 1 and so on
- students must be given up to 5 minutes when they get to each station to prepare for the practical activity scenario, they should use this time to carefully read each practical activity scenario, including any supporting information and familiarise themselves with the station
- students will have a maximum amount of time to complete each practical activity scenario, the time available is written clearly at the beginning of each practical activity scenario, if a student goes over this time, you must tell them to move on to the next station
- assessors should read the instructions and information on the front of the assignment brief to the student and confirm understanding before the practical activity assessment begins, students should be made aware that some stations might take more time than others, meaning they may have a short wait before being allowed to progress to the next station and understand that this waiting time will still be under supervised conditions, as specified in the tutor guide and assessment regulation documents
- where providers are delivering the assessment with assessors remaining at each station, providers must have ensured that there is mechanism by which the students' assessment booklets can be kept securely between stations
- assessors will need to collect the students' completed assignment brief booklets at the end of the assessment

Assessor information

Marks

- the marks available for each practical activity scenario are shown in brackets
- the marks for this assessment are broken down into scenario specific skills and underpinning skills:
 - 16 marks are available for scenario specific skills - students will be awarded a scenario specific skills mark for their performance in each practical activity scenario they demonstrate
 - 12 marks are available for underpinning skills - students will be awarded an underpinning skills mark for their holistic application of these skills in their performance across the practical activity scenarios they demonstrate
- the maximum mark for this assessment is 76

Materials

For this assessment students must have:

- a black or blue ballpoint pen

Equipment and resources

The equipment and resources listed under each practical activity scenario are in line with those detailed in the qualification specification. All equipment and resources should be familiar to the student and should have been used during teaching and learning delivery of the qualification.

Standardised patients and role play

Where the practical activity scenario requires a standardised patient or element of role play, these roles must be fulfilled by a member of the provider staff. It is not appropriate to use students or any other person in these roles for the assessment.

Standardised patients (SP) and role players (RP) must be fully briefed on the requirements of their role in each of the scenarios, prior to the assessments taking place. Role play scripts are provided in the resources where appropriate.

Number of provider staff required

The table below indicates the number of provider staff that are needed to deliver **each** practical activity scenario.

Practical activity scenario	Assessor	SP/RP*	Total
1	1	-	1
2	1	1	2
3	1	1	2
4	1	1	2

*Note: The assessor will act as one of the role players if their role is minimal and **only** where it does not distract from the focus being on applying the mark scheme. Further detail is provided in the specific requirements for each practical activity scenario.

Assessing the practical activity stations

Providers can manage the marking of the practical activity assessment in one of these 2 ways:

- individual students are assessed on all practical activity stations by **one** assessor
- individual students are assessed by **multiple** assessors located at the different practical activity stations

It is the internal moderator's responsibility to ensure that the assessors marking, in either approach, is in line with the agreed standard.

SAMPLE

PAA delivery

For further guidance on the general delivery of the PAA, please refer to the tutor guidance document which can be found at www.qualhub.co.uk.

Please be aware that the details provided in this section, whilst reflecting the assignment brief document given to students, do contain additional information. The additional information is provided to help providers establish a consistent approach to the delivery and marking of the PAA.

Most of the items contained within this document will be repeated in the students' assignment brief. There will, however, be instances where providers need to make copies of items from this document. Clear instructions will be given where this is the case.

SAMPLE

Practical activity scenario 1

This practical activity scenario requires students to:

OPA3: Assess and prepare the therapeutic environment and/or equipment, kit and devices, for undertaking specific therapy support interventions and/or setting up specialist equipment

Purpose

To assess a student's ability to prepare a therapeutic environment, equipment, and resources in line with own role and health and safety, whilst maintaining the environment at all times, and also recording and reporting any relevant information.

Brief

An individual who is recovering from lower spinal surgery and has mobility issues from the waist down is due for a routine appointment to check on their recovery and progress in the physiotherapy suite.

Task

A physiotherapist has asked you to assess the suitability of the physiotherapy suite for the appointment **and** prepare the following equipment in line with the individual's care plan (item A) and prior attained risk assessment (item B):

- walking sticks
- a walking frame
-

(16 marks)

plus marks for underpinning skills – health and safety

Supporting information

Mode of assessment

This practical activity scenario requires the student to role play. There are no other role players required.

The simulated station is a physiotherapy suite.

The physiotherapy suite should be set up in a way that requires students to demonstrate the elements given in the indicative content, for example:

- privacy – the privacy curtains could be open, or partition screens left to the side of the room
- noise – a radio could be playing in the room
- light – the lights could be turned off or turned on but very bright
- health and safety – different equipment could be left out from a previous appointment, for example, a wheeled zimmer frame could be within the area that the appointment will take place in

The equipment identified should be readily available to the student but should be set at a different level to the needs of the individual given in the care plan.

Equipment

This practical activity scenario requires the following equipment:

- cleaning products:
- walking sticks
- a walking frame

Resources

Students are given the individual's care plan (item A) and a risk assessment form (item B).

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 20 minutes.

Performance outcomes

This practical activity scenario assesses:

PO1: Carry out a range of therapeutic techniques to support allied health professionals

PO3: Prepare and maintain the therapeutic environment, equipment, and resource for use

Item A: individual's care plan

Confidential patient record form

Health Simulation Centre

Name	Individual				
Date of birth	20/05/1960				
Home address	25 Privet Street Hart Langley				
Next of kin	Husband				
Name of GP	Dr Hall				
Social history	Lives with husband has been married for 30 years Has adult son, who lives nearby, and an adult daughter away at university				
Occupation	Retired early due to illness				
Smoking	Smoked when younger				
Alcohol	Drinks less than the weekly recommended allowance				
Exercise taken	Takes part in a chairbics class 3 times per week				
Diet	Eats 3 meals per day, likes to cook fresh meals				
Height	5 feet 7 inches	Weight	13 stones 2 pounds		
Lives with	Husband				
Children/dependents	Age	Age	Age	Age	Age
	N/A				

Medical History	Self	Family
Long-term conditions	Osteoporosis within the spine Arthritis in the left wrist COPD	Arthritis (both parents)
Mental health status	Stress due to mobility issues	None known
Surgery	Lower spinal surgery	N/A

Medication	Methotrexate 50mg Vitamin tablets Anti-inflammatory medication	N/A
Allergies	N/A	N/A
What can the individual do independently?	The individual can: <ul style="list-style-type: none"> • support own weight usually but due to surgery cannot do this for longer periods of time • transfer between furniture and from bed to chair usually but due to surgery requires assistance from one other person sit to stand independently using armchairs for support	

SAMPLE

Item B: risk assessment form

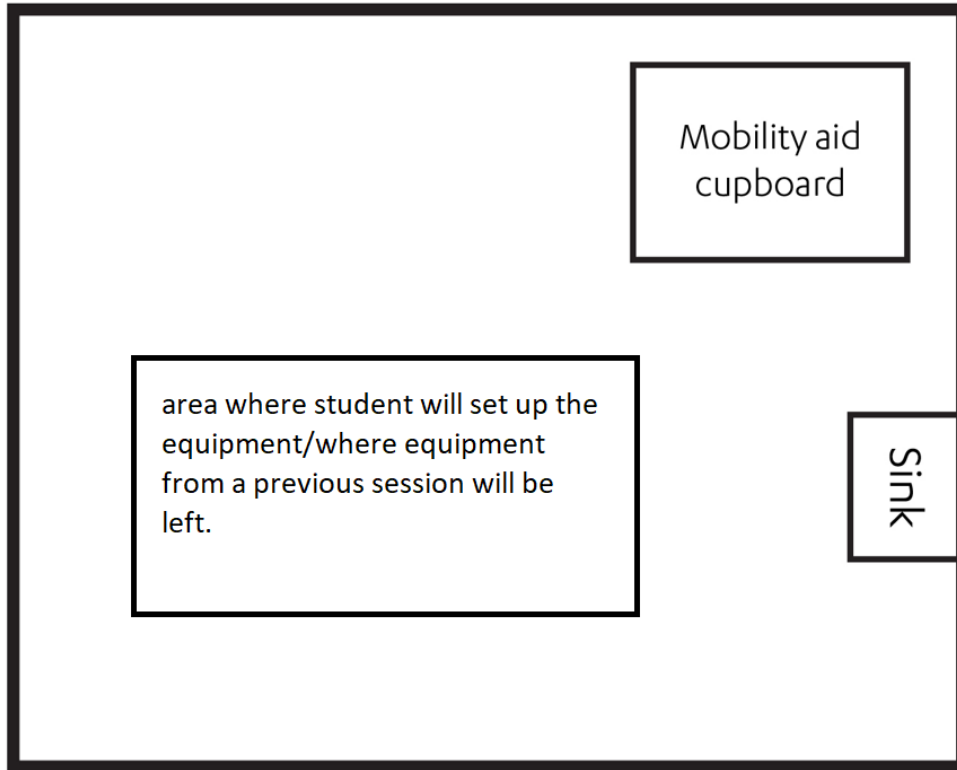
Confidential patient record form

Health simulation centre

Patient person-centred risk assessment

Name	Individual
Date of birth	20/05/1960
Home address	25 Privet Street Hart Langley
Current risks	<ul style="list-style-type: none">•• risk of trips or falls especially due to recent surgery which means they cannot hold weight for longer periods of time• had a recent fall, sustained minimal bruising and a graze to the knee• blood clot risk• disengagement from the service due to feeling embarrassment about mobility issues.

Floor plan scenario 1



Practical activity scenario 2

This practical activity scenario requires students to:

OPA2: Demonstrate how to use specific equipment to meet an individual's needs

Purpose

To assess a student's ability to demonstrate how to assist a service user with the daily tasks by demonstrating how to use a bath chair, in line with manufacturer's instructions and individualised to the care plan.

Brief

You are supporting an 18 year old individual in their own home.

The individual has scoliosis and osteoporosis, which means that they have postural problems and fragile bones.

Their condition affects their mobility, and they require a high level of support with personal care needs, including washing and dressing.

Task

You have been asked by a senior care worker to show the individual how to use a bath chair **and** then support them whilst they have a practice of using it.

You have been given the individual's care plan (item C) and the manufacturer's guide/instructions (item D).

(16 marks)

plus marks for underpinning skills – person-centred care, communication and health and safety

Supporting information

Mode of assessment

This practical activity scenario involves role play. The individual will be played by a member of staff. The role player should respond to instruction only but can feedback if asked a question by the student and should act within the parameters of the information provided in the care plan.

The simulated station should be set up as a bathroom.

Equipment

This practical activity scenario requires the following equipment:

- a hoist
- a walking frame
- walking sticks
- a wheelchair
- bath
- a bath chair
- a towel
- a sponge

Resources

Students are given the individual's care plan (item C). Providers must make sure that the manufacturer's guide/instructions for the bath chair are given to the student and labelled 'item D'. If the guide/instructions for the bath chair have been lost the tutor may be able to print a guide from the manufacturers website or write their own guide for use of the bath chair.

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 20 minutes.

Performance outcomes

This practical activity scenario assesses:

PO1: Carry out a range of therapeutic techniques to support allied health professionals

PO2: Assist with the therapy support process and provide advice to help individuals develop and improve their health and/or maintain skills for daily living

SAMPLE

Item C: individual's care plan

Confidential patient record form

Health Simulation Centre

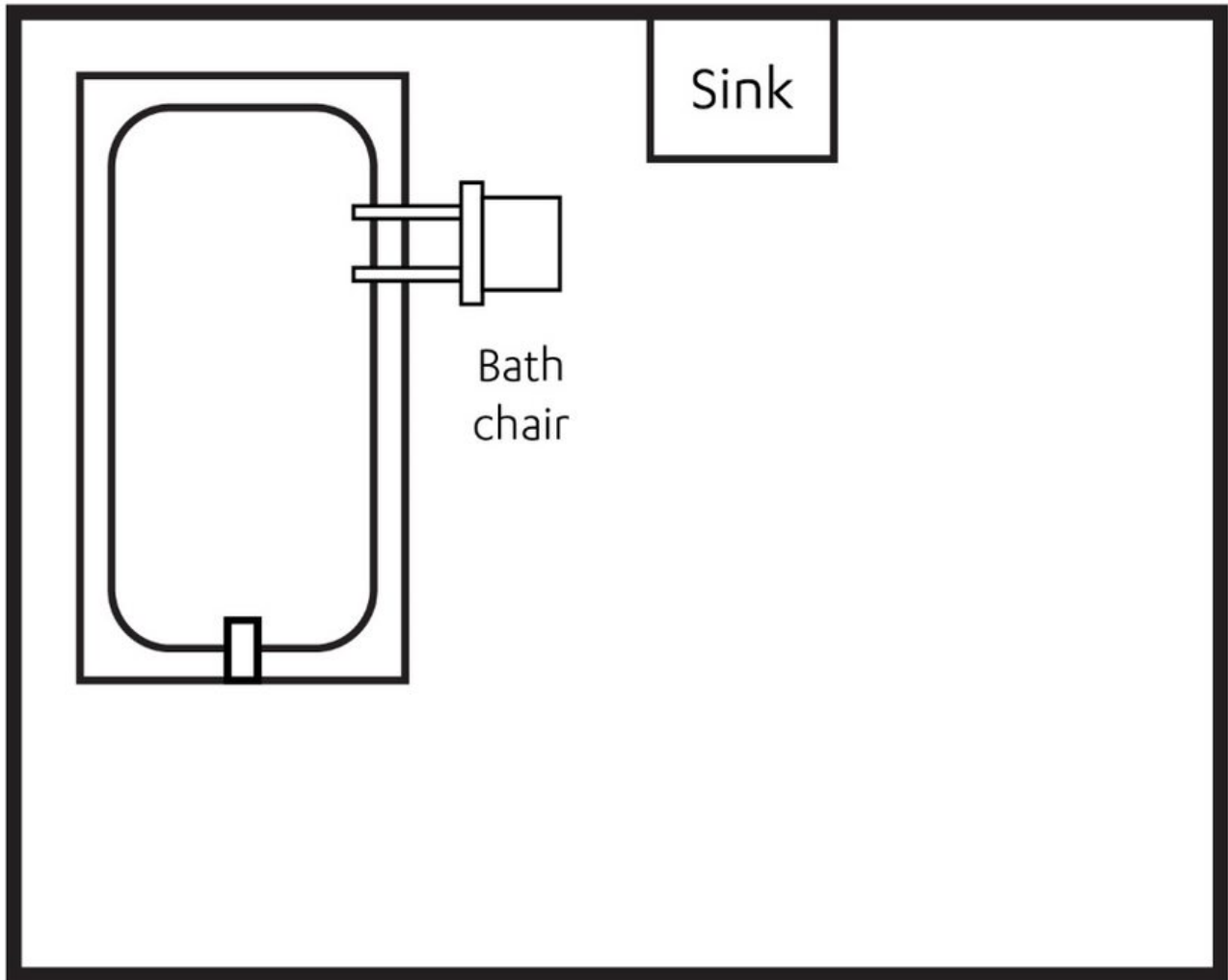
Name	Individual				
Date of birth	14/11/2002				
Home address	5 Grange Road Old Newton Manor Park				
Next of kin	Mother				
Name of GP	Dr Smith				
Social history	Lives with parents Parents work full time				
Occupation	Student				
Smoking	Never smoked				
Alcohol	Rarely drinks alcohol				
Exercise taken	Attends physiotherapy weekly and swims 3 times per week				
Diet	Has a balanced diet				
Height	5 feet 5 inches	Weight	11 stones 3 pounds		
Lives with	Parents				
Children/dependents	Age	Age	Age	Age	Age
	N/A				
Current situation	<p>Patient has a carer who comes in once per day to support with personal care needs. Uses a wheelchair when pain is particularly bad/when going out for long periods but is able to use walking sticks/a frame to aid mobility around the house.</p> <p>Previously lived somewhere with a shower only and Mum/Carer was supporting patient in personal care. Patient sometimes using wipes/sink and cloth for hygiene purposes. Wishes to be able to use the bath since recently the family have moved house.</p>				

Medical History	Self	Family
Long-term conditions	Osteoporosis and scoliosis	None

Mental health status	Illness related stressors	None known
Surgery	None	N/A
Medication	Calcium and Vitamin D Regular anti-inflammatory medication	N/A
Allergies	None known	N/A

SAMPLE

Floor plan scenario 2



Practical activity scenario 3

This practical activity scenario requires students to:

CPA8: Use tools to measure and record the progress individuals make, analysing and evaluating against defined outcomes where applicable

Purpose

To assess student's ability to use knowledge of measuring progress, as part of the therapy process, to use the Barthel index (BI) to be able to assess an individual's ability to perform activities of daily living.

Brief

The individual you have been asked to meet is registered as disabled due to an injury they sustained at a younger age, which resulted in their ankle joint being shattered.

They have had reconstructive surgery, but this was unsuccessful, and they have been left in permanent discomfort and as a result they struggle with mobility.

The individual is now due for a routine review to check their mobility in relation to completing daily tasks.

The review is taking place at the foot and ankle reconstruction unit.

Task

The therapy team has asked you to meet with the individual to assess their ability to perform activities of daily living by completing the Barthel index (BI) (item E).

You should ask the individual to demonstrate the following activities as part of your assessment:

- transfer
- mobility
- feeding
- dressing
- grooming

Report your findings to the senior member of the rehabilitation team.

(16 marks)

plus marks for underpinning skills – person-centred care, communication and health and safety

Supporting information

Mode of assessment

This practical activity scenario involves role play. The individual will be played by a member of staff and the senior member of the rehabilitation team will be played by the assessor. A role play script is provided below.

The simulated station should be set up as a general medical room.

Equipment

This practical activity scenario requires the following equipment:

- a table
- two chairs
- walking frame
- walking stick
- wheelchair
- cutlery
- grooming equipment (e.g a comb/make-up/toothbrush)
- coat and shoes

Resources

Students are given an adapted Barthel index (BI) (item E).

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 30 minutes.

Performance outcomes

This practical activity scenario assesses:

PO1: Carry out a range of therapeutic techniques to support allied health professionals

PO2: Assist with the therapy support process and provide advice to help individuals develop and improve their health and/or maintain skills for daily living

Barthel index (BI): role play script

Use this information to answer the questions asked by the student during the assessment and also how to perform the required activities.

Only offer this information if the student asks.

Name	Jack or Mia
Age	52
Current health status	Physically - I am struggling with being able to move around to complete daily tasks (lower limb movements). Mentally - I am in a good state of mind.
Any current issues	No current issues.
Medications	Ibuprofen and paracetamol.
Allergies	Allergic to penicillin.
Any care support in place	I have a home carer attend my house every other day until I am fully discharged by the rehabilitation team. The home carer helps me with daily tasks I am struggling with.
Any other information deemed relevant	I find any tasks that involve moving my lower body difficult, as well as walking around. I find it difficult to climb the stairs and have not managed to do so in a long time. I need some help with dressing, transferring my weight and my mobility.

Barthel index of activities of daily living

Aspect	Score	Aspect	Score
Bowels I have had no problems with my bowels and have never had any accidents.	2	Dressing I am fine with getting myself dressed, however, sometimes putting shoes and socks on can be difficult because of my ankle, but I don't need help I can still do it, it just takes longer.	2
Transfer I sometimes struggle with transfer because my ankle can be unstable.	2	Toilet use I can use the toilet without any problems.	2
Bladder I have no issues with my bladder and have never had an issue with not being able to control this.	2	Stairs I am unable to walk because it is too painful for me.	0
Mobility I really struggle with being mobile, especially if this means me being on my feet for a period of time. My ankle tends to give way or hurt if I am moving round.	2	Feeding I can feed myself and don't have any problems using a knife and fork.	2
Grooming I can take care of my own personal care and don't have any problems.	1	Bathing I don't need any help with washing myself, but I do sometimes struggle to get in and out of the shower sometimes.	1
Total	9	Total	7
Grand total			16

Item E: adapted Barthel index (BI)

Aspect	Score	Aspect	Score
Bowels 0 = incontinent 1 = occasional accident (once or twice a week) 2 = continent		Dressing 0 = dependent 1 = needs help but can complete half-body dressing unaided 2 = independent	
Transfer 0 = unable/no sitting balance 1 = needs major help and can sit (one or 2 people physically helping) 2 = minor help (verbal or physical help) 3 = independent		Toilet use 0 = dependent 1 = needs some help, but can do something alone 2 = independent (on and off, dressing and wiping)	
Bladder 0 = incontinent/catheterised and unable to manage themselves 1 = has the occasional accident (max once per 24 hours) 2 = continent (for over one week)		Stairs 0 = unable 1 = needs help (physical/verbal/carrying aid) 2 = independent (up and down)	
Mobility 0 = immobile 1 = wheelchair independent 2 = walks with help (one person helping – verbal/physical) 3 = independent (may use walking aids)		Feeding 0 = unable 1 = needs help with food preparation and using cutlery 2 = independent	
Grooming 0 = needs help with personal care 1 = independent		Bathing 0 = dependent (needs assistance) 1 = independent (no assistance needed)	
	Total		Total
Grand total			

Scoring

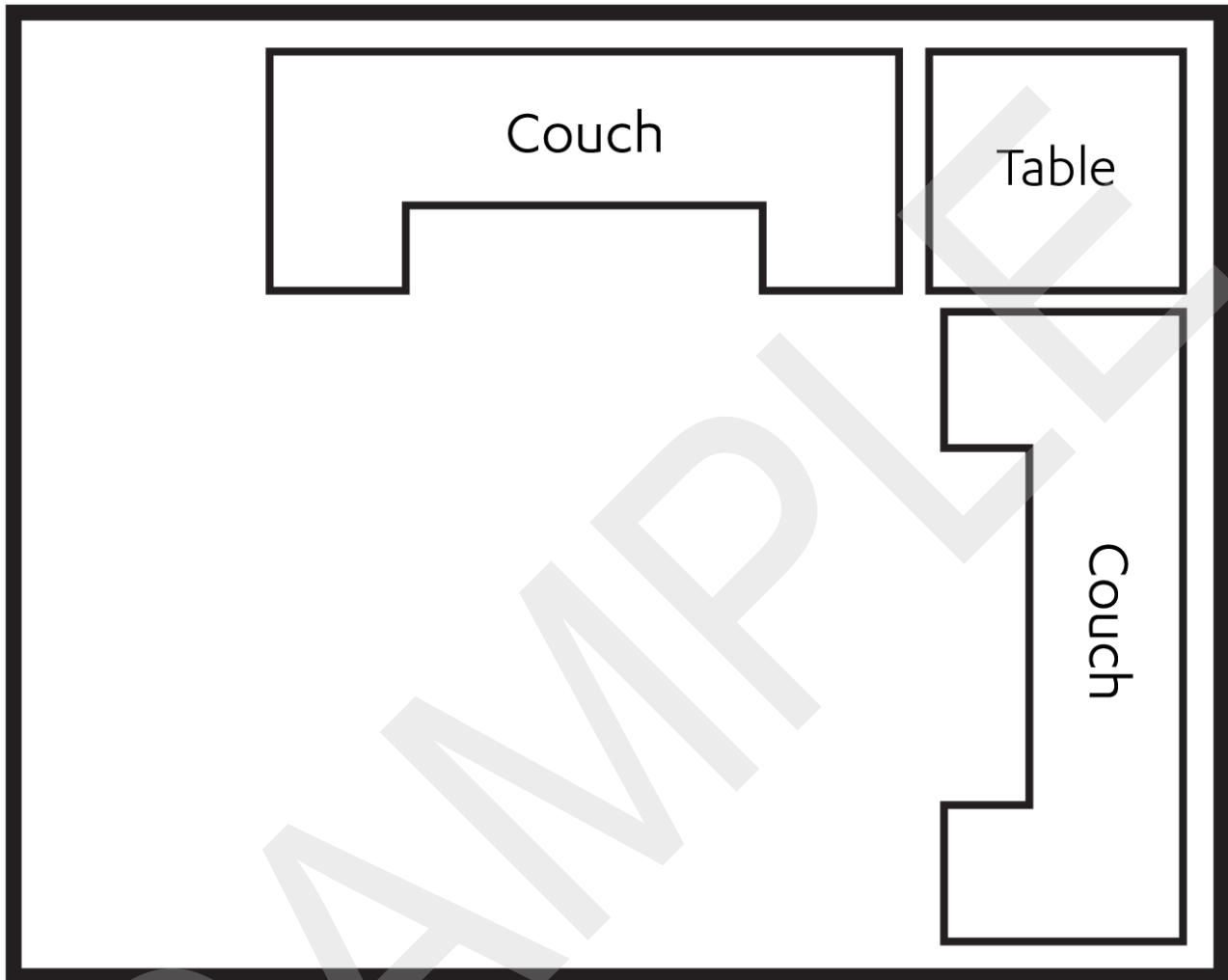
Total possible scores range from 0 to 20. Lower scores indicate increased disability and difficulty completing daily activities. Increased scores indicate more ability and less dependency on others for assistance when completing activities of daily living.

Guidelines

The index should be used as a record of what a patient does, not a record of what a patient could do.

SAMPLE

Floor plan scenario 3



Practical activity scenario 4

This practical activity scenario requires students to:

OPA9: Provide advice and support in line with care plans and in consultation with the therapy team, and registered professionals and carers and families where appropriate

Purpose

To assess the student's ability to demonstrate their knowledge of healthy eating and exercise guidance to support an individual.

Brief

An individual has a history of eating large amounts of junk foods and a very high intake of sugar by drinking fizzy drinks from a young age.

They have also never exercised and often get out of breath when doing normal daily activities due to weight issues.

Since having gastric band surgery, they are now trying to change these poor choices in an effort to change their lifestyle and aid recovery, however, this is proving difficult for the individual and they are struggling to eat better and exercise.

Task

You have been asked to have a conversation with the individual who is attending the healthy lifestyle clinic, to provide them with guidance and advice on healthy eating and exercise.

You have been given the individual's care plan (item F).

You have 10 minutes to prepare for the conversation. The conversation with the individual should last no longer than 10 minutes.

You should record any key points of discussion or suggestions on the A4 paper, to give to the individual at the end of the conversation, as well as any leaflets or visual aids you think will be useful.

(16 marks)

plus marks for underpinning skills – person-centred care and communication

Supporting information

Mode of assessment

This practical activity scenario involves role play. The individual will be played by a member of staff.

Students are given the individual's care plan (item F) and A4 paper.

The simulated station should be set up as a general medical office room.

Equipment

This practical activity scenario requires the following equipment:

- a table
- 2 chairs
- A4 paper
- a variety of leaflets and visual aids on:
 - healthy eating, for example www.nhs.uk/live-well/eat-well/the-eatwell-guide/
 - exercise, for example www.nhs.uk/live-well/exercise/
 - healthy lifestyle, for example www.nhs.uk/live-well/

Physical leaflets could also be gathered from doctors' surgeries or health centres.

Students should be able to give these leaflets to the individual at the end of the appointment.

Resources

Students are given the individual's care plan (item F). Providers must also ensure that students have access to the variety of leaflets and visual aids listed above.

Time

The total amount of time available for this practical activity scenario, including the 5 minutes reading time, is 25 minutes.

Performance outcomes

This practical activity scenario assesses:

PO1: Carry out a range of therapeutic techniques to support allied health professionals

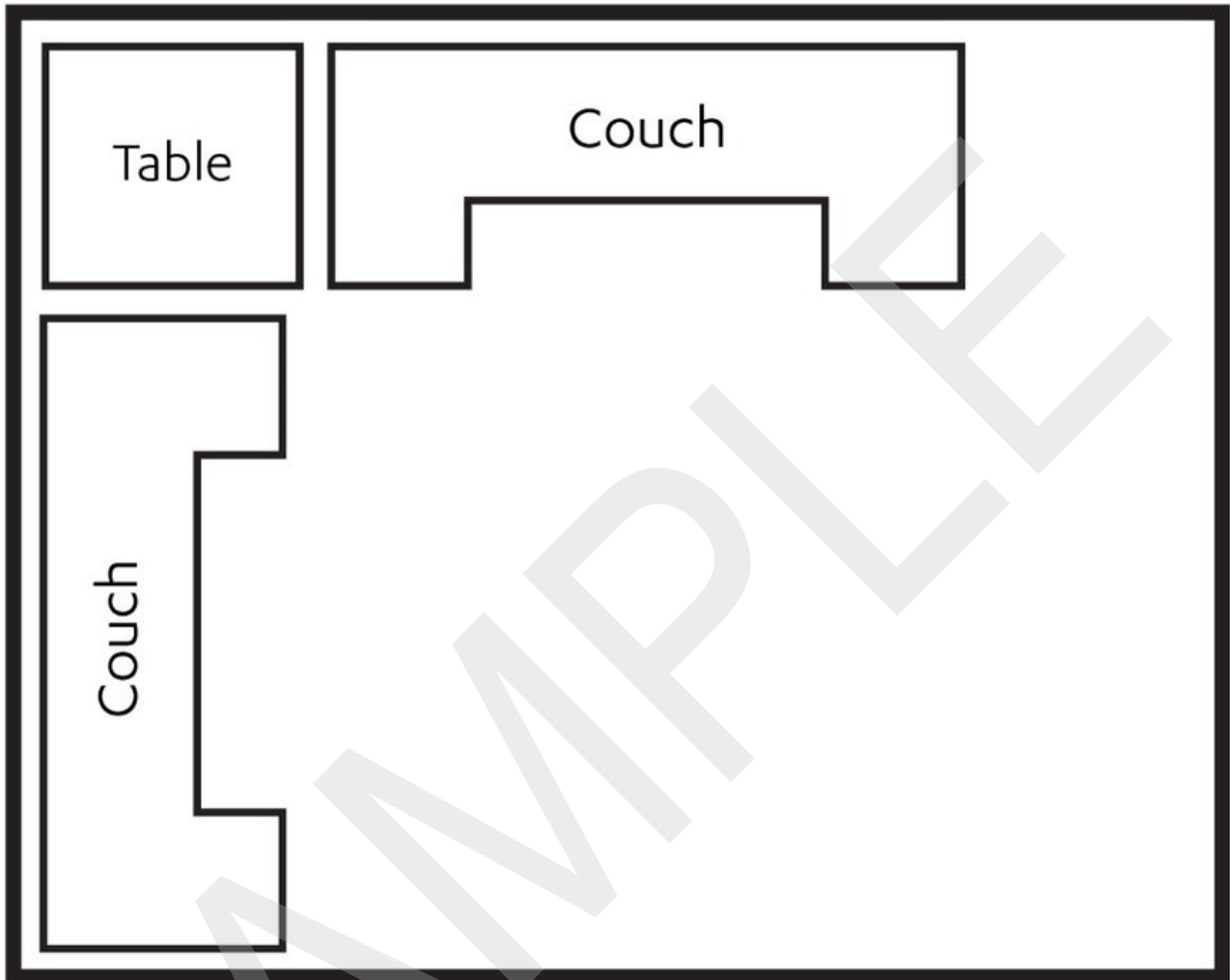
PO2: Assist with the therapy support process and provide advice to help individuals develop and improve their health and/or maintain skills for daily living

Item F: individual's care plan

Name	Individual				
Date of birth	21/02/1987				
Home Address	1 The Avenue Old Village New Town				
Occupation	Engineer				
Smoking	Non-smoker				
Alcohol	Does not drink				
Exercise taken	No exercise at present				
Diet	Poor diet – eats a lot of junk food				
Lives with	Family – wife and 2 young children				
Children/dependents	Age	Age	Age	Age	Age
	5	10			

Medical History	Self	Family
Long-term conditions	Overweight	History of heart disease
Mental health status	Stable	N/A
Surgery	Gastric band surgery	N/A
Medication	Codeine for pain management post-operative	N/A
Allergies	Penicillin	N/A

Floor plan scenario 4



PAA mark scheme

The mark scheme for the PAA comprises of marking grids and indicative content.

The following marking grids should be used to assess students and award marks for the scenario specific skills and underpinning skills. The indicative content for the scenario specific skills is for the practical activity scenarios set for the (insert series) series only.

To understand what is required to be awarded marks, students should have already been provided with a copy of the marking grids. The marking grids are published in the tutor guidance document which can be found at www.qualhub.co.uk.

Assessors are reminded that they should complete a student assessment record form to record descriptive information and evidence of the student's skills and knowledge demonstrated during the PAA. The student assessment record form can be found at www.qualhub.co.uk.

Marking guidance

Marking grid

The marking grids for the scenario specific skills and the underpinning skills identify the 4 assessment criteria that students are assessed against. Each assessment criterion is out of a total of 4 marks.

The assessment criteria are broken down into 4 bands with a corresponding descriptor. The descriptor for the band indicates the qualities of a student's performance in that band. The band is the mark that should be awarded for that assessment criterion for example band 1 = 1 mark and band 4 = 4 marks. There is a total of 16 marks available for the scenario specific skills and 12 marks available for underpinning skills mark schemes which should be used in accordance with the assessment requirements (see page 8 for details).

When determining marks for scenario-specific skills, assessors should only consider the quality of the student's performance in that scenario. When determining a band/mark, assessors' decisions should be based on the overall quality of the student's performance in relation to the descriptors. If the student's performance covers different aspects of different bands, assessors should use a best-fit approach to award the band/mark.

When determining marks for underpinning skills, the assessor should consider performance across **all** scenarios. Where certain scenarios do not provide opportunities for students to demonstrate an underpinning skill, students should not be penalised; the mark awarded should be based on the quality of the student's performance in scenarios where the underpinning skills have emerged. When determining a band/mark, assessors' decisions should be based on the overall quality of the student's performance in relation to the descriptors. If the student's performance of a particular underpinning skill is inconsistent across scenarios, and covers different aspects of different bands, assessors should use a best-fit approach to award the most appropriate band/mark.

Standardisation materials can be used to help assessors with determining a band/mark if they are unsure.

Assessors should start at the lowest band of the marking grid and move up until there is a match between the band descriptor and the student's performance.

Indicative content

Indicative content has been provided as a guide to help assessors understand what should be expected in a student's performance to allow for a marking judgement to be made. Assessors are reminded that indicative content is not an exhaustive list.

Scenario-specific skills marking grid

Band	Demonstration of knowledge and understanding of therapeutic tasks and interventions when supporting the therapy team		Application of best practice/standard approaches, agreed ways of working and teamwork when supporting the therapy team with therapeutic tasks and interventions		Use of equipment, kit and devices and/or materials and/or resources when supporting the therapy team with therapeutic tasks and interventions		Recording, using and/or presenting data and/or information when supporting the therapy team with therapeutic tasks and interventions	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
4	4	<p>The student demonstrates excellent knowledge and understanding of the delegated therapeutic tasks or interventions, that is sustained throughout the student's practice.</p> <p>The student applies knowledge of the therapy support role highly effectively when supporting the therapy team with therapeutic tasks and interventions.</p>	4	<p>The student demonstrates a highly effective application of the delegated therapeutic tasks or interventions that is consistently in line with best practice techniques, to enable individuals to meet optimum potential in relation to either or both physical and mental wellbeing.</p> <p>The student's ability to follow standard approaches to manage, rehabilitate or maximise an individual's function is excellent and always within the scope of their role and responsibilities.</p> <p>The student demonstrates an excellent level of respect for the particular share functions of allied health professionals by being</p>	4	<p>The student demonstrates a highly proficient use of equipment, kit and devices and/or materials and/or resources, which are always applied with accuracy and precision.</p> <p>Where appropriate, the student monitors and maintains equipment, kit, and devices and/or materials and/or resources in a highly effective way.</p>	4	<p>The student records uses and/or presents data and/or information in a highly effective and clear way when supporting the therapy team with therapeutic tasks and interventions.</p> <p>The student demonstrates an excellent ability to organise information to ensure clear guidelines of requirements of the therapeutic task, in a way that is always in line with care plans and progression.</p>

Band	Demonstration of knowledge and understanding of therapeutic tasks and interventions when supporting the therapy team		Application of best practice/standard approaches, agreed ways of working and teamwork when supporting the therapy team with therapeutic tasks and interventions		Use of equipment, kit and devices and/or materials and/or resources when supporting the therapy team with therapeutic tasks and interventions		Recording, using and/or presenting data and/or information when supporting the therapy team with therapeutic tasks and interventions	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
				<p>highly effective at working collaboratively when supporting the therapy team with therapeutic tasks and interventions, as appropriate.</p>				
3	3	<p>The student demonstrates good knowledge and understanding of the delegated therapeutic tasks or interventions, that is largely sustained throughout the student's practice.</p> <p>The student applies knowledge of the therapy support role effectively when supporting the therapy team with therapeutic tasks and interventions.</p>	3	<p>The student demonstrates an effective application of the delegated therapeutic tasks or interventions that is usually in line with best practice techniques, that generally enables individuals to meet optimum potential in relation to either or both physical and mental wellbeing.</p> <p>The student's ability to follow standard approaches to manage, rehabilitate or maximise an individual's function is good and usually within the scope of their role and responsibilities.</p> <p>The student demonstrates a</p>	3	<p>The student demonstrates a proficient use of equipment, kit and devices and/or materials and/or resources effectively, which are usually applied with accuracy and precision.</p> <p>Where appropriate, the student monitors and maintains equipment, kit and devices and/or materials and/or resources in an effective way.</p>	3	<p>The student records uses and/or presents data and/or information in an effective and mostly clear way when supporting the therapy team with therapeutic tasks and interventions.</p> <p>The student demonstrates a good ability to organise information to ensure clear guidelines of requirements of the therapeutic task, in a way that is usually in line with care plans and progression.</p>

Band	Demonstration of knowledge and understanding of therapeutic tasks and interventions when supporting the therapy team		Application of best practice/standard approaches, agreed ways of working and teamwork when supporting the therapy team with therapeutic tasks and interventions		Use of equipment, kit and devices and/or materials and/or resources when supporting the therapy team with therapeutic tasks and interventions		Recording, using and/or presenting data and/or information when supporting the therapy team with therapeutic tasks and interventions	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
				<p>good level of respect for the particular share functions of allied health professionals by being effective at working collaboratively when supporting the therapy team with therapeutic tasks and interventions, as appropriate.</p>				
2	2	<p>The student demonstrates satisfactory knowledge and understanding of the delegated therapeutic tasks or interventions, that is partially sustained throughout the student's practice.</p> <p>The student applies knowledge of the therapy support role reasonably effectively when supporting the therapy team with therapeutic tasks and</p>	2	<p>The student demonstrates reasonably effective application of the delegated therapeutic tasks or interventions that is sometimes in line with best practice techniques, that partially enables individuals to meet optimum potential in relation to either or both physical and mental wellbeing.</p> <p>The student's ability to follow standard approaches to manage, rehabilitate or maximise an individual's function is</p>	2	<p>The student demonstrates a sufficient use of equipment, kit and devices and/or materials and/or resources, which are sometimes applied with accuracy and precision.</p> <p>Where appropriate, the student monitors and maintains equipment, kit, and devices and/or materials and/or resources in a reasonably effective way.</p>	2	<p>The student records, uses and/or presents data and/or information in a reasonably effective and partially clear way when supporting the therapy team with therapeutic tasks and interventions.</p> <p>The student demonstrates a satisfactory ability to organise information to ensure clear guidelines of requirements of the therapeutic task, in a way that is sometimes in line with care plans and progression.</p>

Band	Demonstration of knowledge and understanding of therapeutic tasks and interventions when supporting the therapy team		Application of best practice/standard approaches, agreed ways of working and teamwork when supporting the therapy team with therapeutic tasks and interventions		Use of equipment, kit and devices and/or materials and/or resources when supporting the therapy team with therapeutic tasks and interventions		Recording, using and/or presenting data and/or information when supporting the therapy team with therapeutic tasks and interventions	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
		interventions.		<p>satisfactory and sufficiently within the scope of their role and responsibilities.</p> <p>The student demonstrates some level of respect for the particular share functions of allied health professionals by being reasonably effective at working collaboratively when supporting the therapy team with therapeutic tasks and interventions, as appropriate.</p>				
1	1	<p>The student demonstrates basic knowledge and understanding of the delegated therapeutic tasks or interventions, that is fragmented throughout the student's practice.</p> <p>The student applies knowledge of the therapy support role with minimal</p>	1	<p>The student demonstrates minimally effective application of the delegated therapeutic tasks or interventions that is rarely in line with best practice techniques, that rarely enables individuals to meet optimum potential in relation to either or both physical and mental wellbeing.</p>	1	<p>The student demonstrates a poor use of equipment, kit and devices and/or materials and/or resources, which are rarely applied with accuracy and precision.</p> <p>Where appropriate, the student monitors and maintains equipment, kit</p>	1	<p>The student records uses and/or presents data and/or information in a minimally effective and clear way when supporting the therapy team with therapeutic tasks and interventions.</p> <p>The student demonstrates a basic ability to organise information to ensure clear</p>

Band	Demonstration of knowledge and understanding of therapeutic tasks and interventions when supporting the therapy team		Application of best practice/standard approaches, agreed ways of working and teamwork when supporting the therapy team with therapeutic tasks and interventions		Use of equipment, kit and devices and/or materials and/or resources when supporting the therapy team with therapeutic tasks and interventions		Recording, using and/or presenting data and/or information when supporting the therapy team with therapeutic tasks and interventions	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
		effectiveness when supporting the therapy team with therapeutic tasks and interventions.		<p>The student's ability to follow standard approaches to manage, rehabilitate or maximise an individual's function is poor and minimally within the scope of their role and responsibilities.</p> <p>The student demonstrates a limited level of respect for the particular share functions of allied health professionals by being minimally effective at working collaboratively when supporting the therapy team with therapeutic tasks and interventions, as appropriate.</p>		and devices and/or materials and/or resources in a minimally effective way.		guidelines of requirements of the therapeutic task, in a way that is rarely in line with care plans and progression.
0	No evidence demonstrated or nothing worthy of credit.							

Underpinning Skills marking grid

Band	Person-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
4	4	<p>The student demonstrates excellent duty of care, seeking and actioning advice from healthcare professionals where appropriate and adapting care and support to meet the needs of the individual.</p> <p>The student ensures that an excellent standard of safe and high-quality person-centred care is provided to all individuals.</p> <p>The student consistently encourages individuals to be independent and self-reliant, promoting self-management and skills for every day.</p>	4	<p>The student demonstrates highly effective non-judgmental ways of communication when supporting the therapy team with a range of therapeutic tasks and interventions.</p> <p>The student always speaks with a tone and register that reflects the audience and purpose.</p> <p>The student uses technical language with accuracy and they always demonstrate active listening to meet the needs of the individuals.</p>	4	<p>The student's adherence to the required national guidelines and health and safety policies for the particular area of therapy support is excellent.</p> <p>The student always monitors and maintains the health and safety of the therapy environment and the safety of individuals within the environment when supporting the therapy team with a range of therapeutic tasks and interventions, by applying high standards of practice, using excellent knowledge and understanding of health and safety.</p> <p>The student always works within their own competence, demonstrating full awareness of their own limitations, to safeguard the individual's wellbeing.</p>

Band	Person-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
3	3	<p>The student demonstrates good duty of care, usually seeking and actioning advice from healthcare professionals where appropriate and adapting care and support to meet the needs of the individual.</p> <p>The student ensures that a good standard of safe and high-quality person-centred care is provided to most individuals.</p> <p>The student generally encourages individuals to be independent and self-reliant, promoting self-management and skills for every day.</p>	3	<p>The student demonstrates effective non-judgmental ways of communication when supporting the therapy team with a range of therapeutic tasks and interventions.</p> <p>The student usually speaks with a tone and register that reflects the audience and purpose.</p> <p>The students use of technical language is generally accurate and they demonstrate active listening to meet the needs of the individuals.</p>	3	<p>The student's adherence to the required national guidelines and health and safety policies for the particular area of therapy support is good.</p> <p>The student usually monitors and maintains the health and safety of the therapy environment and the safety of individuals within the environment when supporting the therapy team with a range of therapeutic tasks and interventions by applying good standards of practice, using good knowledge, and understanding of health and safety.</p> <p>The student usually works within their own competence, demonstrating general awareness of their own limitations to safeguard the individual's wellbeing.</p>

Band	Person-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
2	2	<p>The student demonstrates satisfactory duty of care, sometimes seeking and actioning advice from healthcare professionals where appropriate and adapting care and support to meet the needs of the individual.</p> <p>The student ensures that a satisfactory standard of safe and high-quality person-centred care is provided to most individuals.</p> <p>The student sometimes encourages individuals to be independent and self-reliant, promoting self-management and skills for every day.</p>	2	<p>The student demonstrates reasonably effective non-judgmental ways of communication when supporting the therapy team with a range of therapeutic tasks and interventions.</p> <p>The student sometimes speaks with a tone and register that reflects the audience and purpose.</p> <p>The student's use of technical language is partially accurate, and they sometimes demonstrate active listening to meet the needs of the individuals.</p>	2	<p>The student's adherence to the required national guidelines and health and safety policies for the particular area of therapy support is satisfactory.</p> <p>The student sometimes monitors and maintains the health and safety of the therapy environment and the safety of individuals within the environment when supporting the therapy team with a range of therapeutic tasks and interventions, by applying sufficient standards of practice using satisfactory knowledge and understanding of health and safety.</p> <p>The student sometimes works within their own competence and demonstrating partial awareness of their own limitations, which may risk failure to safeguard the individual's wellbeing.</p>

Band	Person-centred care		Communication		Health and safety	
	Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
1	1	<p>The student demonstrates basic duty of care, occasionally seeking and actioning advice from healthcare professionals where appropriate and adapting care and support to meet the needs of the individual.</p> <p>The student demonstrates a limited standard of safe and high-quality person-centred care that is provided to most individuals.</p> <p>The student rarely encourages individuals to be independent and self-reliant, promoting self-management and skills for every day.</p>	1	<p>The student demonstrates minimally effective non-judgmental ways of communication when supporting the therapy team with a range of therapeutic tasks and interventions.</p> <p>The student occasionally speaks with a tone and register that reflects the audience and purpose.</p> <p>The student's use of technical language is limited in accuracy and they rarely demonstrate active listening to meet the needs of the individuals.</p>	1	<p>The student's adherence to the required national guidelines and health and safety policies for the particular area of therapy support is poor.</p> <p>The student rarely monitors and maintains the health and safety of the therapy environment and the safety of individuals within the environment when supporting the therapy team with a range of therapeutic tasks and interventions by applying poor standards of practice, using basic knowledge, and understanding of health and safety.</p> <p>The student rarely works within their own competence, demonstrating occasional awareness of their own limitations, which risks failure to safeguard the individual's wellbeing.</p>

0

Indicative content

Practical activity scenario 1

The assessor should observe the student on the following when assessing the appropriateness of environments:

- consideration of the space required for the intervention
- health and safety of the environment for the intervention
- privacy - for example, privacy curtains or partitions
- noise and light - is there anything in the room that makes loud noises? is the environment over stimulating? does the room echo? is there a hearing loop available if it is required?
- appropriateness of the environment for a therapeutic task, for example, if the room is too clinical, individuals may feel intimidated
- accessibility needs - is the environment accessible for those with mobility issues and is it near to a toilet if required? is there access to first aid if required? if the individual is on oxygen, for example, can they access this in the environment planned?
- equipment - is the equipment suitable for the individual? is the equipment in the room or does it need to be located and brought to the room? is there enough room for the equipment? is the equipment in working order or safe to use?

The assessor must observe the student on preparing the environment by assessing the following:

- cleaning the environment - using cleaning products
- setting up equipment - ensuring that equipment is ready and available for the session using the information provided, that the correct sizes are available, and that the physiotherapy equipment is ready and available and able to adapt if needed according to the information provided for example, mobility aids
- clear space for the individual to safely move through the room

Accept other appropriate actions.

Practical activity scenario 2

- review care plan to check for specific needs
- standards of infection prevention adhered to
- appropriate PPE used
- health and safety procedures are adhered to
- holistic care approaches applied and comfort and wellbeing to be monitored: verbally, visually, through questioning and responses
- demonstrate the safe use of the bath chair in accordance with manufacturer's instruction, for example:
 - positioning for washing
 - moving the chair into a position and away
 - safely sitting on the bath chair
 - safely moving off the bath chair
- support the individual to practise the use of the bath chair
- communicate with the individual in an appropriate tone to clarify competence with the equipment

Accept other appropriate responses.

Practical activity scenario 3

- prepare environment for the individual
- welcome the individual
- complete the assessment of the individual using the Barthel index (BI) pro-forma
- provide the individual with equipment and mobility aids to demonstrate ability to complete activities of daily living. Assistance should be provided to the individual when they cannot complete the activity on their own
- record information in line with Barthel index
- calculate Barthel index score – based on the answers given this should be 16
- report any concerns to the appropriate staff member

Conversation should be assessed using the above grading guidance.

Information obtained for use towards a care plan should include, but not limited to the following:

- name
- age
- current health state (mentally and physically)
- any current issues (mentally and physically)
- health and wellbeing history
- medication
- allergies
- any care support in place
- any other information deemed relevant

Recording of information should be done in a clear and accurate manner. Handwriting should appear professional and clear of mistakes, also appearing in a form format.

Accept other appropriate actions.

Practical activity scenario 4

- review care plan: obtain care plan, review needs, history, any specific requirements, medical issues and needs, review any previous comments from other healthcare providers
- gather resources, for example, leaflets, visual aids, government set guidance on healthy eating and exercise, such as the Eatwell plate
- communicate with the individual in an appropriate tone and register
- provide guidance to the service user based on their current care needs and in line with government guidelines, for example, the Eatwell plate, 5 a day, recommended amounts of exercise per day
- discuss achievable goals based on improving healthy eating and exercise (in line with government guidelines)
 - for example, eating more fruit and vegetable (5 portions a day), drinking a pint of water a day, going for a walk every day, a number of chair-based exercises (if there are mobility issues)

- agree on achievable goals
- ensure individual is comfortable with discussion

Accept other appropriate actions.

Note: students must only offer the individual guidance based on government guidelines. Any guidance provided outside of government guidance should not be allowed as this is not within own role and should only come from an individual who is suitably qualified.

SAMPLE

Performance outcome grid

Practical Activity Scenario	O-PO1	O-PO2	O-PO3	Total
1	2		14	16
2	13	3		16
3	2	14		16
4	6	10		16
Underpinning	6	4	2	12
Total	29	31	16	76
% weighting	38	41	21	100

Document information

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Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Post approval, updated for publication.		January 2021
v1.1	NCFE rebrand		September 2021
v1.2	OS review Feb 23		February 2023
v1.3	Sample added as a watermark.	November 2023	22 November 2023