



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
- students will use assessment materials provided and their own reflective account portfolio to produce notes that 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 students can take into the discussion, but the intention is that this assessment reflects an authentic professional conversation. Excessive, script-style notes are likely to hinder rather than benefit the 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 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 following:

- 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, you cannot return to a previous theme once you 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 below 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?

- during/before/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 skills and knowledge
- 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

SAMPLE

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: promoting health and wellbeing in children and young people (CYP)

Actively encouraging the use of public health strategies to improve the health and wellbeing of children and young people (CYP).

Question 1

Part A

Referring to your own knowledge and experience, describe a time when you have used a specific public health strategy to support and promote the health and wellbeing of an individual.

Part B

Referring to your own knowledge and experience, explain how educating parents, families, carers and children about the benefits of a specific public health strategy can contribute to the health and wellbeing of CYP.

(12 marks)

Question 2

Part A

Referring to your own knowledge or experience, explain how you have used your knowledge of family-centred care to improve outcomes for a child or young person.

Part B

Referring to your own knowledge or experience, reflect on how this has influenced your practice, considering any development needs you have.

(20 marks)

(12 marks + 20 marks = 32 marks)

Theme 2: developing positive relationships with children and young people (CYP)

Building positive relationships with children and young people.

Question 3

Part A

Referring to your own knowledge and experience, describe the factors and/or conditions that can negatively impact the development of positive relationships with CYP.

Part B

Referring to your own knowledge and experience, explain a time when one of these factors and/or conditions affected your ability to develop a relationship with CYP and how you overcame this.

(12 marks)

Question 4

Part A

Referring to your own knowledge and experience, discuss the strategies that you used to try to develop a positive relationship.

Part B

Referring to your own knowledge and experience, reflect on how the experience has influenced your practice by identifying any limitations and future development needs.

(20 marks)

(12 marks + 20 marks = 32 marks)

Theme 3: wider network, multidisciplinary teams and roles and responsibilities

Understanding how the role of the children and young people (CYP) practitioner works with the wider network of professionals to support the care of the child or young person.

Question 5

Part A

Referring to your own knowledge and experience, describe a time when you experienced a situation when a CYP required intervention from a wider network of professionals. In your answer you should refer to the record keeping that would be required in this situation.

Part B

Referring to your own knowledge and experience, evaluate the strengths and weaknesses of the procedures and record keeping used for this intervention.

(12 marks)

Question 6

Part A

Referring to your own knowledge and experience, evaluate the support provided by multidisciplinary teams when issues must be recorded and escalated for the benefit of a child's or young person's safety.

Part B

Referring to your own knowledge and experience, reflect on how the experience has influenced your practice by identifying any limitations and future development needs.

(20 marks)

(12 marks + 20 marks = 32 marks)

Document information

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Change History Record

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