



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Therapy Teams

Assignment 2 - Practical activities part 2

Provider delivery guide

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Document security

To be opened on Thursday 20 April 2023 at 9.00am, 7 working days prior to the assessment period Tuesday 02 May 2023 to Friday 26 May 2023.

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 on the NCFE website.

Time allowed

1 hour 35 minutes

Paper number

P002003

Introduction

This document must be used to deliver and mark the practical activity assessment for the summer 2023 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.

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 2022. The list of practical activities is published in the tutor guidance document which can be found on the NCFE website.

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 2022
- 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 a 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
- students will need to complete and sign the external assessment cover sheet to confirm the authenticity of their work and to confirm that they will uphold the confidentiality 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 (SP) 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
2	1	1	2
3	1	0	1
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.

Practical activities assessment (PAA) delivery

For further guidance on the general delivery of the PAA, please refer to the tutor guidance document which can be found on the NCFE website.

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.

Practical activity scenario 1

This practical activity scenario requires students to:

OPA6: Support and promote skills for everyday living

OPA8: Use tools to measure and record the progress individuals make, analysing and evaluating against defined outcomes where applicable

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

Purpose

This practical activity scenario requires students to support a therapeutic care process in a clinical environment.

Brief

You work in a support centre for people with substance misuse problems who need help with day-to-day tasks.

The person you are beginning to support is a male in his mid-30s. He is undergoing rehabilitation following past drug use and is experiencing a number of associated issues from this:

- weight gain
- loss of interest in exercise
- some reduction in mobility
- cognitive impairment

Task

Item A is an example of a Therapy Outcome Measure (TOM) template. Use this to assess the patient in a simple task of movement and cognition. Ask them to follow a series of instructions that requires them to stand up, walk around the room, and sit down again. Repeat this exercise twice by changing the sequence, frequency, and direction of movement.

Score the patient for each of the 2 tasks using the TOM template. Based on the overall performance, give advice to the patient based on the outcome of the TOM and suggest next steps for the therapy team.

[16 marks]

plus marks for underpinning skills – health and safety

Supporting information

Mode of assessment

Environment set up for assessment: assessor should adopt the persona of a therapy patient on a recovery pathway. Patient is sitting in a chair, tucked under a table

Equipment

This practical activity scenario requires the following equipment:

- table
- chair

Resources

Students are given the Therapy Outcome Measure (TOM) template (item A).

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 develop or maintain skills for daily living

Evidence requirements

- audio visual equipment
- assignment brief booklet

Role play information sheet

Assessor/patient

Persona – male, mid-30s. Where a male member of staff is unavailable, brief the student on your persona.

Information about patient:

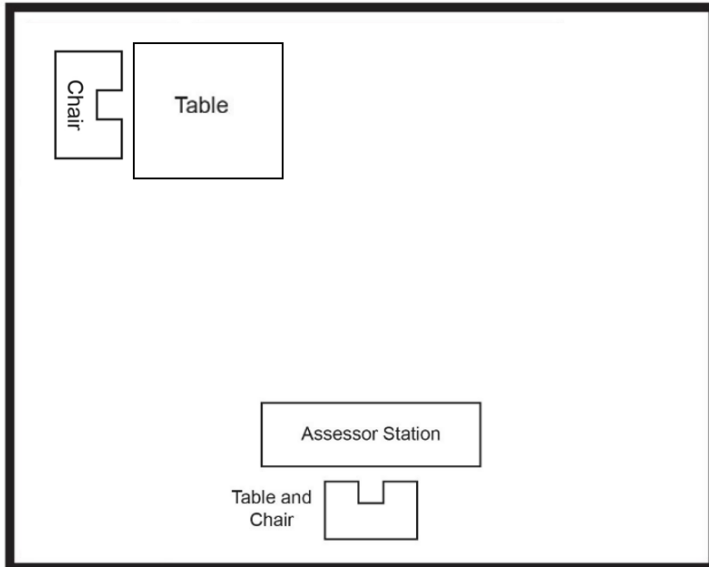
- tell them you've gained 10 kg in the last year and that you have no interest in exercise
- you find it difficult to move around on your own for more than 5 minutes at a time
- you forget things often and lose things such as your house keys. You have 'brain fog' and often feel confused for no reason
- TOM prompts – the student will use item A, the TOM. For each task, you should place your response as the patient between levels 3 and 5. Each task should require a prompt from the student
- when moving around the room you should move in such a way to score between levels 3 and 5, this should include:
 - demonstrate difficulty standing independently, using the chair or table as a support for standing up with visible discomfort
 - some difficulty moving the chair backwards to stand up
 - initial distance that the student asks the patient to walk should be misinterpreted to show cognitive issues, such as if the student asks them to walk 10 paces, they should walk to the other end of the room, or miscount the number of steps

- communicating that they find it difficult to walk and are very unconfident in their mobility, which should increase if the student asks the patient to move further or more quickly
- being unsteady, particularly while changing direction, which should increase if the student asks the patient to move further or more quickly
- using the chair to support themselves sitting and should sit very slowly and cautiously

Item A: Therapy Outcome Measure (TOM)

Therapy Outcome Measure																									
Date:																									
<p style="text-align: center;">Patient specific activity scoring scheme – insert the appropriate score in the table below to reflect how the patient scored in each activity.</p> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="padding: 0 10px;">0</td> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">4</td> <td style="padding: 0 10px;">5</td> <td style="padding: 0 10px;">6</td> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">8</td> <td style="padding: 0 10px;">9</td> <td style="padding: 0 10px;">10</td> </tr> <tr> <td colspan="5" style="padding: 10px 0 0 0;">Unable to perform activity.</td> <td colspan="6" style="padding: 10px 0 0 0;">Able to perform activity at the same level as before injury or problem.</td> </tr> </table>				0	1	2	3	4	5	6	7	8	9	10	Unable to perform activity.					Able to perform activity at the same level as before injury or problem.					
0	1	2	3	4	5	6	7	8	9	10															
Unable to perform activity.					Able to perform activity at the same level as before injury or problem.																				
Activity	Attempt 1	Attempt 2	Attempt 3																						
1.																									
2.																									
3.																									
Summary of advice/next steps																									

Floor plan scenario 1



Practical activity scenario 2

This practical activity scenario requires students to:

OPA1: Assess risk and fit therapeutic equipment to meet individual needs

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

Purpose

To assess a student's ability to demonstrate health and safety in the therapeutic environment.

Brief

You are supporting an occupational therapist team. This team provides in-home rehabilitation support for patients who have experienced a stroke. Part of the team's role is to make sure equipment is safe for patients to use at home by themselves. Today, you need to assess some new equipment in a patient's home to make sure it is safe and ready for them to use.

Task

Demonstrate the safety checks and required adjustments needed to fit the following equipment to ensure it is safe for the patient to use:

- crutches
- wheeled zimmer frame

Describe the checks and adjustments to your assessor, as you carry them out and explain why they are important.

[16 marks]

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

Supporting information

Mode of assessment

The student will demonstrate the process of carrying out safety checks and sizing for use on the equipment provided.

A standardised patient should be used for this assessment. The patient for this assessment will need to be present so the student can suitably set up the crutches and wheeled zimmer frame to match the person's height. The provider must ensure that the equipment can suitably be set up for the standardised patient.

Equipment

This practical activity scenario requires the following equipment:

- crutches
- wheeled zimmer frame

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

Evidence requirements

- audio visual equipment
- assignment brief booklet

Practical activity scenario 3

This practical activity scenario requires students to:

OPA3: Assess and prepare the therapeutic environment and/or equipment, kit and/or devices, for undertaking specific therapy support tasks or 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.

Brief

You are assisting a therapy team based in a hospital to prepare a therapy room for a mobility session with patients. The therapy room enables patients in physical recovery to practice their mobility using equipment aids before being discharged home. The individuals using the therapy room today require the use of crutches, a wheeled zimmer frame and a walking stick.

Task

Assess and prepare the therapy room and equipment for use.

Discuss your assessment and what you have done to prepare the therapy room for use with the senior therapy support assistant.

[16 marks]

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

Supporting information

Mode of assessment

The simulated station should be set up as a therapy room. The crutches, wheeled zimmer frame and walking stick should be in the corner of the room and ready for students to set up the room as part of the task. A range of cleaning products should be available to the student with a bin that is not placed under a desk, and 2 chairs and 1 further desk should be placed in the centre of the room.

A member of staff should play the senior therapy support assistant. They should listen to the student's feedback and respond appropriately but are not able to prompt the student. This member of staff can be the same member of staff as the assessor.

Equipment

This practical activity scenario requires the following equipment:

- crutches
- wheeled zimmer frame
- walking stick
- cleaning products
- bin

- desk
- 2 chairs

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:

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

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

Evidence requirements

- audio-visual equipment
- assignment brief booklet

Practical activity scenario 4

This practical activity scenario requires students to:

OPA10: Assist with delegated therapeutic tasks, or interventions using therapy techniques to enable individuals to meet optimum potential

Purpose

To assess the student's ability to empower the individual's health and independent choices and long-term health outcomes.

Brief

Art therapy is a growing area of therapeutic specialty in community-based healthcare. It helps with conflict resolution, depression, anxiety, and communication barriers.

You are working with an art therapist. The therapist is providing care based at a GP surgery to people who need help with low mood, anxiety, and depression.

Today, you are meeting with a female patient, who has been undertaking group art therapy sessions, to discuss her experiences and plan for future art therapy sessions.

Task

Undertake a discussion with the patient and provide relevant advice about next steps in relation to art therapy interventions. Complete item B patient session plan, to inform future art therapy interventions.

[16 marks]

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

Supporting information

Mode of assessment

This practical activity scenario involves role play.

You have been given a patient session plan (item B).

Equipment

This practical activity scenario requires the following equipment:

- a table
- 2 chairs

Resources

Students are given patient session plan (item B).

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

Evidence requirements

- audio visual equipment
- assignment brief booklet

Role play information sheet

Persona

A female patient who has been undergoing art therapy to help alleviate low mood, anxiety, and depression. The age of the patient is unimportant to the task but if the student asks you may give them an age.

Information to tell student

Tell the student you have been undergoing art therapy for a few months.

The student will complete the Patient Session Plan.

The student should lead the conversation. In response to key questions, you should disclose:

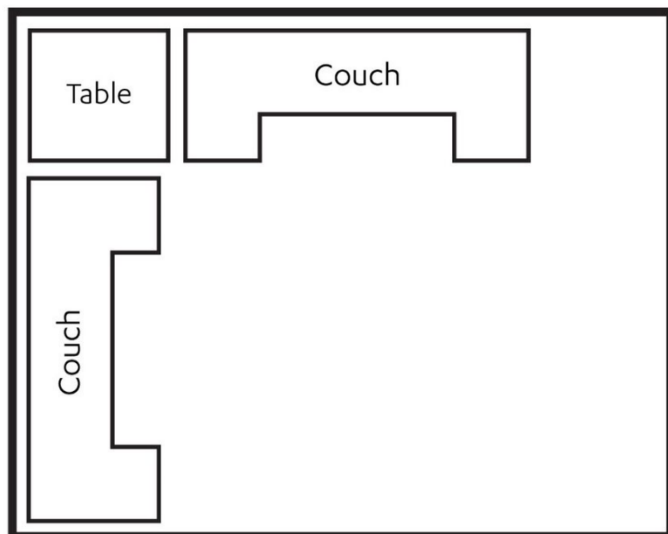
- you have enjoyed the content of the sessions so far and want to continue with art therapy
- you use the therapy techniques they have taught you at home when your mood dips, but a lot of the techniques are based around interacting with others in the group during the sessions
- you want to come to the sessions at the GP surgery but are incredibly anxious about attending the group sessions which is making the anxiety worse and mood even lower in the days before the sessions
- you are anxious about interacting with others while at the group which is making the anxiety worse and mood even lower in the days before the sessions
- your preference is to undertake 1 to 1 art therapy sessions as this doesn't increase your anxiety
- you would like to build your resilience against low mood, so it does not distract from work and your social life
- you can fully consent to care and therapy
- you are particularly enjoying watercolour painting outside – you live near a park and enjoy painting there and would like to learn about more techniques that can be done outside or in different settings
- when you paint, you feel calm and can reflect on things that challenge and stress you
- you know that your problems are not insurmountable, but you also do not know how to make the improvements sustainable
- your anxiety and depression are generic and not in response to a trauma or life event

Item B: patient session plan

Patient session plan	
Date:	
Patient update:	Identify issues:
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Identify goals:	Engagement with art activity:
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

Home exercises: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Summary: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Floor plan scenario 4



Practical activities assessment (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 summer 2023 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 on the NCFE website.

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 on the NCFE website.

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.

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</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
				the particular share functions of allied health professionals by being highly effective at working collaboratively when supporting the therapy team with therapeutic tasks and interventions, as appropriate.				
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</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</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</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
		therapeutic tasks and interventions.		within the scope of their role and responsibilities. The student demonstrates a 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.		resources in an effective way.		
2	2	The student demonstrates satisfactory knowledge and understanding of the delegated therapeutic tasks or interventions, that is partially sustained throughout the student's practice.	2	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	2	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.	2	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. The student demonstrates a satisfactory ability to organise information to

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
		The student applies knowledge of the therapy support role reasonably effectively when supporting the therapy team with therapeutic tasks and interventions.		<p>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 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>		Where appropriate, the student monitors and maintains equipment, kit, and devices and/or materials and/or resources in a reasonably effective way.		ensure clear guidelines of requirements of the therapeutic task, in a way that is sometimes in line with care plans and progression.
1	1	The student demonstrates basic	1	The student demonstrates minimally effective	1	The student demonstrates a poor	1	The student records uses and/or presents data and/or

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>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 effectiveness when supporting the therapy team with therapeutic tasks and interventions.</p>		<p>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> <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</p>		<p>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 and devices and/or materials and/or resources in a minimally effective way.</p>		<p>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 guidelines of requirements of the therapeutic task, in a way that is rarely 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
				with therapeutic tasks and interventions, as appropriate.				
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 student's 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 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	No evidence demonstrated or nothing worthy of credit.					

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, is the discussion likely to be overheard?)
- noise and light (for example, 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 (for example, the patient has reduced mobility; are any adaptations needed?)
- equipment (for example, how will the student arrange seating places for the interaction?)
- the assessor must observe the student engaging with the TOM:
- follow the sequence of the template
- instructions provided to the patient are specific and clear, and are adequate to suitably assess the patient's ability
- any incorrect interpretation of the information provided is corrected (for example, patient walking the incorrect distance)
- sequence, frequency and direction of movement are all modified during the 2 exercises to suitably gain enough information to complete an assessment of the patient's ability and needs
- record a response for each action point that reflects the information given by the patient
- advice reflects the key complaints of the patient (for example, weight gain, loss of interest in exercise, some reduction in mobility and cognitive impairment)
- advice accurately reflects the needs of the patient, including lack of balance, particularly when changing direction, poor cognitive understanding of the request, difficulty in standing and sitting to a seated position
- advice may contain the need for onward referral to a specialist or for future sessions in the support unit

Accept other appropriate actions.

Practical activity scenario 2

- methodical safety check of each item of equipment, includes:
 - visual check for damage or obvious maintenance issues
 - physical check for damage or maintenance issues
 - physical check of function of each item
 - weight-bearing check on each item
- verbalisation of checks matches actions

- equipment is correctly set up to match the patient requirements, such as adapting the crutches and wheeled zimmer frame to the correct height for the patient
- equipment is correctly demonstrated to show the patient how the equipment is used safely, such as how to correctly position the zimmer frame while walking
- standards of infection prevention are adhered to
- health and safety procedures are adhered to

Accept other appropriate responses.

Practical activity scenario 3

- prepare environment for the individual by removing any obstacles, including both chairs and the desk, as well as moving the bin underneath a desk or completely out of the way of the area
- there should be a clear and suitable area prepared that is absent of any obstacles and should be of a suitable size that would allow the use of all equipment suitably
- student may lay out the equipment away from the corner of the room ready for separate use
- methodical safety check of each item of equipment includes:
 - visual check for damage or obvious maintenance issues
 - physical check for damage or maintenance issues
 - physical check of function of each item
- check of equipment available
- equipment should be suitably cleaned ready for use, using the cleaning products available
- verbalisation of checks matches actions
- standards of infection prevention adhered to, and any cleaning products used suitably, and disposed of correctly if required
- health and safety procedures are adhered to, and any cleaning products used suitably, and disposed of correctly if required

Accept other appropriate actions.

Practical activity scenario 4

- review care to date by speaking with patient: needs, challenges, and preferred outcomes
- check any specific requirements for the session
- complete the PSP with accurate notes that reflect the responses provided by the patient
- communicate with the individual in an appropriate tone and register
- discuss achievable goals based on good mental health outcomes
- agree on achievable goals
- ensure individual is comfortable with discussion

Accept other appropriate actions.

Performance outcome grid

Practical activity scenario	O-PO1	O-PO2	O-PO3	Total
1	8	8		16
2	10	6		16
3		4	12	16
4	7	9		16
Underpinning	4	4	4	12
Total	29	31	16	76
% weighting	38.2	40.8	21	100

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