



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Supporting the Adult Nursing Team

Assignment 3 - Professional discussion

Assignment brief

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Supporting the Adult Nursing Team

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Assignment 3

Professional discussion

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Themes and questions for the professional discussion

Student instructions

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

You have 45 minutes to read through this material and prepare notes for your response.

You have 1 hour to complete the professional discussion with the discussion supervisor.

You may refer to any experience or situation, either in the classroom or on workplace placement, in your answer. This could include:

- an action you have completed yourself
- something you observed that made an impact on you
- something you know that you can apply to the question

There are 3 templates provided, one for each theme, which you can use to take notes in preparation for your response.

You can use the same significant learning experience more than once if each theme also has one new learning experience. For example, you may have significant learning experiences that overlap more than one theme.

You will be asked 2 questions, which have part A and part B, for each theme. Each theme is worth 32 marks, made up of one 12 mark question and one 20 mark question. You should answer part A first, followed by part B when prompted.

The discussion supervisor will ask you up to 3 questions per theme throughout the discussion, plus an additional question to give you the opportunity to add or expand on any part of your response before progressing to the next theme. This is a requirement and does not necessarily reflect a poor or insufficient response.

You cannot return to discuss a theme once you have moved on to the next theme.

You may ask for a question to be repeated or clarified.

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

Theme 1: supporting overall care and wellbeing

Supporting overall care and wellbeing, specifically reflecting on learning or an experience of ensuring fluid intake and nutritional needs were met for an adult individual.

Question 1

Part A

Referring to your own experience, describe a situation or learning experience where you supported an adult individual to meet their fluid and nutritional needs in a way that was underpinned by a nutrition assessment.

Part B

Referring to your own experience, explain the actions needed to support this individual's overall care and wellbeing.

(12 marks)

Question 2

Part A

Referring to your own experience, explain your role implementing current best practice and agreed ways of working when enabling an adult individual to meet their fluid and nutritional needs.

Part B

Reflect and analyse on ways your practice has developed as a result of this learning or experience.

(20 marks)

Theme 2: working as part of a team

Working as part of a team to assist registered nurses/health professionals with routine clinical tasks, specifically reflecting on learning of, or an experience of, undertaking a range of physiological measurement tasks for adults, using appropriate equipment.

Question 3

Part A

Describe your performance during a situation or learning experience where you worked as part of a team to assist health professionals to undertake a range of physiological measurements.

Part B

Explain how you responded to abnormal physiological measurements and why it is important to record all results.

(12 marks)

Question 4

Part A

Referring to your own experience, assess how working, or failing to work, within the scope of your own role when undertaking a range of physiological measurements can impact on the duties and responsibilities of others.

Part B

Referring to your own experience and using physiological measurement to guide you, evaluate why feedback is essential for your own professional development and reflect upon how you have used this approach.

(20 marks)

Theme 3: assisting with skin integrity assessment

Assisting with skin integrity assessment, specifically reflecting on learning or an experience of providing appropriate care associated with pressure ulcers for an adult individual.

Question 5

Part A

Describe a situation or learning experience to show how you carried out a skin integrity assessment.

Part B

Referring to your own experience, explain how the actions taken following a skin integrity assessment provide care that will reduce the risk of development or deterioration of a pressure ulcer.

(12 marks)

Question 6

Part A

Referring to your own experience, explain how assessing other needs from the 12 activities of daily living could be applied to prevent pressure ulcers from developing or deteriorating.

Part B

Referring to your own experience, evaluate how comprehensive assessment of activities of daily living, or failure to do so, can have an impact on overall wellbeing.

(20 marks)

Preparation templates

Theme 1

Describe what happened (when; where; who was present; what did you do; why were you in the situation; what did you want to happen?)

How did you feel you impacted on the situation? (during; before and after; what did others feel during and after the situation; what do you think now?)

Evaluate your experience (what went well/not so well; what was good/bad; what did you and others contribute positively or negatively?)

Analyse what happened with reference to your own knowledge, skills and behaviours (why did things go well/not so well; what sense can be made of it; what knowledge do I/others have to help me understand the situation?)

What conclusions can I draw from the situation? (what did I learn; how could it be more positive for everyone involved; what skills do I need to improve; what else could I have done?)

What actions are planned for next time? (what would I do differently in the same situation; how will I develop the skills required; how can I make sure I take the right steps?)

Theme 2

Describe what happened (when; where; who was present; what did you do; why were you in the situation; what did you want to happen?)

How did you feel you impacted on the situation? (during, before and after; what did others feel during and after the situation; what do you think now?)

Evaluate your experience (what went well/not so well; what was good/bad; what did you and others contribute positively or negatively?)

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Owner: Head of Assessment Design

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