

Introduction to mental health

Assessment marking guide

J/506/0252

4230-120



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Introduction to mental health

Assessor guidance

Assessment requirements

Candidates must successfully complete all parts of an assessment to a satisfactory and appropriate standard in order to gain a pass for that assessment. The assessments have been designed to assess the ability of candidates to cover a range of issues associated with a given unit. Consequently, it is not appropriate for parts of any assessment to be omitted, submitted incomplete or of an unsatisfactory standard.

All assessments must be completed and assessed within the candidate's period of registration. It is up to centres to decide how long they give candidates to complete their assessments, and this may vary from one unit to another.

Tutors/ assessors are reminded of their responsibility to provide written feedback to candidates regarding their assessments and of the fact that candidates should not be encouraged to submit work for final assessment until it is complete and to the appropriate standard for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assessment. Candidates who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

Candidates may choose to word process their answers. Assessors may guide candidates in the length of their responses. They should use the marking guidance as a rough indication of what should be covered, and use the space provided in the task box (where applicable) as a guide as to how much should be written.

Grading and marking

Assessments are marked by the centre and graded Pass/Fail only. The highest grade for any of the assessments in this qualification is a **pass**.

If a candidate does not display the required knowledge/competence to achieve a pass for a task, their second opportunity to meet the criteria should be by way of oral questioning. This questioning should take place between the assessor and candidate, and must be evidenced using the correct City & Guilds recording form, available here:

http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording_Forms_for_centres_and_candidates.ashx

What the results mean

Pass: is achieved when all assessment tasks have been passed.

Fail: when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

Resubmission: normally candidates may resubmit their assessment work once, if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the candidate, the centre should seek the approval of their Qualification Consultant.

Task A: Awareness-raising display
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<p>Set out what issues can harm our mental health.</p>

Factors that might harm mental health include:

- substance misuse
- loss, change, stress etc
- traumas
- environmental factors
- genetic factors.

Any other acceptable answer.

NB: Candidates are not expected to describe complex medical causes.

<p>Set out examples of four different types of mental health problems.</p>

Candidates must identify at least **four** different types of mental health problems.

Examples include:

- Bi-polar disorder
- Depression
- Schizophrenia
- Anxiety
- Personality Disorder
- Obsessive Compulsive Disorder.

Any other acceptable answer.

Task B: Folder
<p>Show the benefits of effective communication on the lives of individuals with mental health problems.</p> <p>The impact of effective communication can include:</p> <ul style="list-style-type: none">• enabling the individual to understand• encouraging the individual to communicate in return• enabling the individual to gain sufficient information to make choices and decisions• enabling the individual to join in with everyday activities. <p>Any other acceptable answer.</p>
<p>Show why it is important to use active listening skills with individuals who have mental health problems.</p> <p>Candidates must understand what is meant by the term ‘active listening’ (noting and using all forms of communication: ‘listening’ with eyes and ears).</p> <p>Reasons why it is important to use active listening skills include:</p> <ul style="list-style-type: none">• an individual may not express everything in words• the mental state of an individual may be apparent from their behaviour. <p>Any other acceptable answer.</p>

Task C: Case study
<p>How do you think Abbie might feel?</p> <p>Candidates must suggest how Abbie might feel. Examples include:</p> <ul style="list-style-type: none">• angry• upset• defiant• hurt• accepting. <p>Any other acceptable answer.</p>
<p>How does the attitude of the community mental health worker demonstrate/show a lack of respect for Abbie, as an individual?</p> <p>Candidates must indicate how the behaviour of the community mental health worker demonstrates a lack of respect. Examples include:</p> <ul style="list-style-type: none">• not listening to Abbie's preferences• making assumptions based on stereotypical view of mental ill health• making assumptions based on own views• not accepting Abbie has capacity to make choices. <p>Any other acceptable answer.</p>
<p>What could the community mental health worker do to be more person-centred?</p> <p>Candidates must indicate how the community mental health worker could be more person-centred. Examples include:</p> <ul style="list-style-type: none">• listening to Abbie's views and helping her to make informed choices by providing accurate information• carrying out a risk assessment to help Abbie appreciate the possible problems she may face and how to overcome these• supporting Abbie's decision. <p>Any other acceptable answer.</p>

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Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com

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