

Level 2 Award in Awareness of Dementia and Certificate in Dementia Care (3565)

Assignment guide

3565-21/91: 501/1146/2

3565-22/92: 501/1206/5



About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group

The City & Guilds Group includes City & Guilds, ILM (the Institute of Leadership & Management, which provides management qualifications, learning materials and membership services), City & Guilds NPTC (which offers land-based qualifications and membership services), City & Guilds HAB (the Hospitality Awarding Body), and City & Guilds Centre for Skills Development. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement is available on our website.

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (which can be found on our website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Publications

City & Guilds publications are available from our website or from our Publications Sales department, using the contact details shown below.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)20 7294 2413

www.cityandguilds.com

learnersupport@cityandguilds.com

Level 2 Award in Awareness of Dementia and Certificate in Dementia Care (3565)

Assignment guide

City & Guilds
Skills for a brighter future



www.cityandguilds.com

Contents

1	About this document	7
2	Assignments	10
2.1	Introduction	10
Assignment 001	Dementia awareness (Unit 001)	11
Assignment 002	The person centred approach to the care and support of individuals with dementia (Unit 002)	16
Assignment 003	Understand the factors that can influence communication and interaction with individuals who have dementia (Unit 003)	21
Assignment 004	Understand equality, diversity and inclusion in dementia care (Unit 004)	26
Assignment 014	Introductory awareness of models of disability (Unit 014)	32
Assignment 102	Understand the administration of medicines to individuals with dementia using a person-centred approach (Unit 102)	37
Assignment 120	Understand mental well-being and mental health promotion (Unit 120)	44

City & Guilds
Skills for a brighter future



www.cityandguilds.com

1 About this document

This is the assignment guide for the Level 2 Award in Awareness of Dementia and Certificate in Dementia Care.

The assignments in this qualification are written in a standard format and comprise the following:

- Assignment overview
- Assignment coverage
- Tasks
- Candidate assessment record

For these units/qualifications, candidates should complete the following assessments:

- **one** assignment for **each** mandatory knowledge-based unit
- **one** assignment for **each** chosen knowledge-based optional unit
- a portfolio of evidence for **each** chosen competence-based unit.

To achieve the Level 2 Award in Awareness of Dementia, learners must achieve eight credits from the mandatory units.

City & Guilds unit number	Unit title	Mandatory /optional for full qual.	Credit value	Assignment/ Portfolio	Where to obtain assessment materials
3565-001	Dementia awareness	Mandatory	2	Assignment	City & Guilds website
3565-002	The person centred approach to the care and support of individuals with dementia	Mandatory	2	Assignment	City & Guilds website
3565-003	Understand the factors that can influence communication and interaction with individuals who have dementia	Mandatory	2	Assignment	City & Guilds website
3565-004	Understand equality, diversity and inclusion in dementia care	Mandatory	2	Assignment	City & Guilds website

To achieve the Level 2 Certificate in Dementia Care learners must achieve 14 credits from the mandatory units and 4 credits from the optional units making a total of 18 credits minimum.

City & Guilds unit number	Unit title	Mandatory /optional for full qual.	Credit value	Assignment/ Portfolio	Where to obtain assessment materials
3565-001	Dementia awareness	Mandatory	2	Assignment	City & Guilds website
3565-005	Understand and implement a person centred approach to the care and support of individuals with dementia	Mandatory	3	Portfolio of evidence	
3565-006	Equality, diversity and inclusion in dementia care practice	Mandatory	3	Portfolio of evidence	
3565-007	Understand and enable interaction and communication with individuals with dementia	Mandatory	3	Portfolio of evidence	
3565-008	Approaches to enable rights and choices for individuals with dementia whilst minimising risks	Mandatory	3	Portfolio of evidence	
3565-009	Contribute to support of positive risk-taking for individuals	Optional	3	Portfolio of evidence	
3565-010	Contribute to the care of a deceased person	Optional	3	Portfolio of evidence	
3565-011	Provide support for therapy sessions	Optional	2	Portfolio of evidence	
3565-012	Contribute to supporting group care activities	Optional	3	Portfolio of evidence	
3565-013	Support person-centred thinking and planning	Optional	5	Portfolio of evidence	
3565-014	Introductory awareness of models of disability	Optional	2	Assignment	City & Guilds website
3565-015	Contribute to supporting individuals in the use of assistive technology	Optional	3	Portfolio of evidence	
3565-102	Understand the administration of medication to individuals with dementia using a person centred approach	Optional	2	Assignment	City & Guilds website
3565-108	Understand and meet the nutritional requirements of individuals with dementia	Optional	3	Portfolio of evidence	

City & Guilds unit number	Unit title	Mandatory /optional for full qual.	Credit value	Assignment/ Portfolio	Where to obtain assessment materials
3565-109	Support the use of medication in social care	Optional	5	Portfolio of evidence	
3565-113	Support individuals at the end of life	Optional	7	Portfolio of evidence	
3565-116	Facilitate person centred assessment, planning, implementing and review	Optional	6	Portfolio of evidence	
3565-120	Understand mental well-being and mental health promotion	Optional	3	Assignment	City & Guilds website
3565-121	Purpose and principles of independent advocacy	Optional	4	Portfolio of evidence	
3565-422	Independent Mental Capacity advocacy	Optional	12	Portfolio of evidence	

2 Assignments

2.1 Introduction

Assignment requirements

Candidates must successfully complete all parts of an assignment to a satisfactory and appropriate standard in order to gain a pass for that assignment. The assignments 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 assignment to be omitted, submitted incomplete or of an unsatisfactory standard.

City & Guilds does not provide specific guidance on the minimum or maximum length required in each written assignment (number of words). The key issue in the assignments is that candidates meet all the assessment criteria in order to gain a pass. However, centres may provide their own guidance to candidates about word length if they wish.

All assignments 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 assignments, and this may vary from one unit to another.

Tutors/assessors are reminded of their responsibility to provide written feedback to candidates regarding their assignments 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 assignment. 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.

Grading and marking

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

What the results mean:

Pass: is achieved when all assignment 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 assignment 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 external verifier.

Assignment 001 Dementia awareness (Unit 001)

Assignment overview

In this assignment, you will complete tasks to demonstrate your understanding of dementia and how it affects the population of the UK. You will look at the different types of dementia and factors that may cause people to be at more risk from developing dementia, and how the behaviour and attitudes of others towards people with dementia can have a positive or negative effect.

Tasks

There are **two** tasks to this assignment.

- A Fact sheet
- B Case study

Assignment coverage

Task	Task name	Learning outcomes covered
A	Fact sheet	1.1,1.2, 1.3, 3.1, 3.2, 3.3, 3.4, ,
B	Case study	2.1, 2.2, 2.3, 4.1, 4.2

Assignment 001 Dementia awareness (Unit 001)

Task A Fact sheet

Prepare a fact sheet for new staff about dementia. The fact sheet must include:

- 1 A definition of the term dementia.
- 2 Examples of at least **four** different types of dementia.
- 3 Statistics showing how many people of different age groups the UK are affected by different types of dementia.
- 4 Potential factors that contribute to the development of dementia.
- 5 How dementia is recognised and other conditions might be mistaken for it.
- 6 How people's cognitive abilities are affected by dementia.

Task B Case study and questions.

Think of an individual you have supported who has dementia. Without revealing any personal information that could identify them, answer the following questions.

The importance of maintaining confidentiality is paramount. Candidates must ensure that names of individual clients and carers are not disclosed in any part of their work in order to preserve confidentiality.

- 1 Outline how dementia affects the individual's daily life.
- 2 Outline **two** examples to show how each of the following approaches can be used to provide support.
 - a) The social model
 - b) The medical model.
- 3 a) Describe **three** different examples of how the attitudes or behaviour of others might affect an individual with dementia in a positive way
b) Describe **three** different examples of how the attitudes or behaviour of others might affect an individual with dementia in a negative way.
- 4 Give **two** reasons why dementia should be viewed as a disability.

Candidate assessment record

Assignment feedback and result sheet

Unit number and title	Assignment 001	Dementia awareness (Unit 001)
Candidate's name		Enrolment number
Assessor's name		Centre number
Dates assignment submitted	1 st	
	2 nd	

Tasks	1st Submission	Resubmission	IV Signature if sampled
	Outcome Pass/Fail	Outcome Pass/Fail	
A			
B			

Assessor/Tutor feedback to candidate on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to candidate on outcome of resubmission

**Date of final assessment
decision**

**I confirm that this assessment has been completed to the required standard and meets
the requirements for validity, currency, authenticity and sufficiency**

Tutor/assessor's
signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature

Date

Internal verifier
signature

Date

Assignment 002 The person centred approach to the care and support of individuals with dementia (Unit 002)

Assignment overview

Tasks

There are **two** tasks to this assignment.

- A Case study
- B Investigation and booklet

Assignment coverage

Task	Task name	Learning outcomes covered
A	Case study	1.1, 1.2,
B	Investigation and booklet	2.1, 2.2, 3.1, 3.2, 3.3

Assignment 002 The person centred approach to the care and support of individuals with dementia (Unit 002)

Task A Reflective account

- 1 Think of an individual you support who has dementia. Without revealing the individual's identity or breaking confidentiality, describe how your knowledge about each of the following would help you to support the individual.
 - a) Life achievements and important events
 - b) People and pets
 - c) Strengths and abilities
 - d) Education and work life
 - e) Interests and hobbies
 - f) Likes and dislikes
 - g) Values and beliefs
 - h) Routines and habits
 - i) Places and possessions

- 2 Describe what is meant by a person-centred approach in relation to supporting individuals with dementia.

Assignment 002 The person centred approach to the care and support of individuals with dementia (Unit 002)

Task B Investigation and booklet

- 1 Investigate the services available to support individuals with dementia. Prepare a booklet to provide information to carers who support individuals with dementia. Use the headings for guidance.
 - a) The importance of the role that carers have in supporting individuals with dementia.
 - b) People who can help:
 - The role of different agencies that support individuals with dementia and their carers
 - When support from these agencies might be needed
 - How support from these agencies can be accessed.

- 2 Explain why it is important to develop a professional working relationship with carers.

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to candidate on outcome of resubmission

**Date of final assessment
decision**

**I confirm that this assessment has been completed to the required standard and meets
the requirements for validity, currency, authenticity and sufficiency**

Tutor/assessor's
signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature

Date

Internal verifier
signature

Date

Assignment 003 Understand the factors that can influence communication and interaction with individuals who have dementia (Unit 003)

Assignment overview

This assignment looks at the different ways people with dementia may communicate. It considers how individuals with dementia can be supported to communicate and interact with others through positive person-centred techniques. It recognises the important part communication and interaction with others plays in maintaining and affirming identity and individuality.

Tasks

There are **two** tasks to this assignment.

- A Question and answer
- B Reflective accounting

Assignment coverage

Task	Task name	Learning outcomes covered
A	Question and answer	1.2, 1.3, 2.1, 3.1, 3.2
B	Reflective accounting	1.1, 2.1, 2.2, 2.3, 3.2, 3.3

Assignment 003 Understand the factors that can influence communication and interaction with individuals who have dementia (Unit 003)

Task A Question and answer

- i. Explain how you could use knowledge of an individuals' life history to help improve communication.
- ii. Describe **five** ways of finding out about the communication strengths and preferences of an individual with dementia.
- iii. Complete the attached table, indicating **three** issues for each of the factors (Environmental, Physical Condition and Emotional) which might affect how an individual with dementia interacts or communicates with others.

Environmental Factors

Physical Condition			
Emotional Factors			

- iv. Suggest **four** techniques or actions that might improve the way an individual with dementia interacts or communicates with others.
- v. Describe how an impaired memory might affect the way an individual uses speech.

Assignment 003 Understand the factors that can influence communication and interaction with individuals who have dementia (Unit 003)

Task B Reflective account

Write a reflective account about how a person with dementia communicates and interacts with others. You may use the template to record your work

Reflective Account Template Unit 205
Give a brief description of the individual and how they communicate and interact with others
How did you find out about the ways the individual prefers to communicate with others?
What changes have you made, to the way you usually communicate to ensure you can communicate effectively with this individual?
Who else might help make sure communication and interaction with this individual is effective?
Explain why you think their help is important

When you are communicating and interacting with this individual, how do you make sure you are putting their needs and wishes first and treating them as an individual?

How do you think that effective communication and interaction can help this individual's identity and individuality?

How do you think that effective communication and interaction can help other people see this individual as a unique person?

Candidate assessment record

Assignment feedback and result sheet

Unit number and title	Assignment 003 Understand the factors that can influence communication and interaction with individuals who have dementia (Unit 003)	
Candidate's name		Enrolment number
Assessor's name		Centre number
Dates assignment submitted	1 st	
	2 nd	

Tasks	1st Submission	Resubmission	IV Signature if sampled
	Outcome Pass/Fail	Outcome Pass/Fail	
A			
B			

Assignment 004 Understand equality, diversity and inclusion in dementia care (Unit 004)

Assignment overview

This assignment concentrates on the need to be aware of the diverse needs of individuals with dementia. It asks you to think about how each person is unique and has their own individual needs. It recognises that individuals need to feel included in their care and to have their heritage recognised and appreciated.

Tasks

There are **two** tasks to this assignment.

- A Case study
- B Question and answer

Assignment coverage

Task	Task name	Learning outcomes covered
A	Case study	1:1 1:2 1:3 2:1 2:2 2:3
B	Question and answer	3:1 3:2 3:3

Assignment 004 Understand equality, diversity and inclusion in dementia care (Unit 004)

Task A Case study

Read the following case study and then answer the questions

Mark lives at home with his partner and attends a day centre three times a week. He has dementia. Mark is retired from his work as a sign painter. Mark's partner Jane finds it very hard to understand how his dementia can affect his behaviour. She misses the relationship they used to have and admits to losing her patience with him at times. She has stopped taking Mark to family occasions, holidays or other events that they used to enjoy together because he forgets about it as soon as they return home and can say some very embarrassing things that upset her and others when they are out together. She thinks that Mark has changed and she does not understand what he wants any more. She says that he "just sits" at home and does nothing. They never talk any more.

You are Mark's key worker and have noticed that he has become very unhappy over the last few weeks. He will not join in with activities and does not seem to be interested in what is happening around him.

- i. Explain why Mark may be feeling excluded and how this may be affecting him.
- ii. Explain why it is important to remember that Mark is a unique individual.
- iii. Suggest how you could help Jane and her family understand Mark's needs and preferences.
- iv. Describe ways in which Mark could be encouraged to re-engage with daily living and other activities.
- v. Explain why it is important to involve Mark in all aspects of his care.
- vi. Describe **three** commonly held beliefs or misunderstandings about dementia and suggest how these may be affecting the way that Jane and others respond to Mark.

Assignment 004 Understand equality, diversity and inclusion in dementia care (Unit 004)

Task B Question and answer

- i. Describe **three** ways in which the experience of an older person with dementia may be different to that of a younger individual who has dementia.

You may record your answers in the table provided

Older Person	Younger Person

- ii. Suggest **three** ways of finding out about any specific needs an individual with dementia may have where their ethnic origin is different to your own.

You may record your answers in the table provided

- iii. You will need specific understanding, skills and knowledge to work with people with learning disabilities and dementia.

Describe how best to work in a person centred way with a person who has learning disabilities and dementia.

Think about

- a) What skills you would need
- b) What you would need to know about the person
- c) Any other specific knowledge or understanding you might need to work effectively and in a person-centred way.

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to candidate on outcome of resubmission

**Date of final assessment
decision**

**I confirm that this assessment has been completed to the required standard and meets
the requirements for validity, currency, authenticity and sufficiency**

Tutor/assessor's
signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature

Date

Internal verifier
signature

Date

Assignment 014 Introductory awareness of models of disability (Unit 014)

Assignment overview

In this assignment, you will demonstrate your understanding of the social and medical models of disability. You will look at how these models have developed over time and are reflected in service delivery. You will also consider how your own practice should promote inclusion.

Tasks

There are **two** tasks to this assignment.

- A Models of disability
- B Reflective account

Assignment coverage

Task	Task name	Learning outcomes covered
A	Models of disability	1.1, 1.2, 1.3, 2.2
B	Reflective account	1.4, 2.1, 2.3

Assignment 014 Introductory awareness of models of disability (Unit 014)

Task A Models of disability

Complete the table in relation to the medical and social models of disability.

- 1 Provide an overview for each of the models.
- 2 Describe the main features of each of the models.

The Social Model	The Medical Model
1	1
2	2

- 3 Outline how each of the models has developed over time.
- 4 For each of the models give **one** example to show how the approach might affect each of the following aspects of an individual's life.
 - a) Inclusion
 - b) Rights
 - c) Autonomy
 - d) Needs of individuals

The Social Model	The Medical Model
3	3
4	4
<ul style="list-style-type: none"> • Inclusion • Rights • Autonomy • Needs of individuals 	<ul style="list-style-type: none"> • Inclusion • Rights • Autonomy • Needs of individuals

Assignment 014 Introductory awareness of models of disability (Unit 014)

Task B Reflective account

Choose a service that is provided for people with a disability.

- 1 Outline the service provided by the organisation.
- 2 Identify examples of service delivery that demonstrates the social model of disability.
- 3 Identify examples of service delivery that demonstrates the medical model of disability.
- 4 Explain how your own practice should promote inclusion.

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to candidate on outcome of resubmission

**Date of final assessment
decision**

**I confirm that this assessment has been completed to the required standard and meets
the requirements for validity, currency, authenticity and sufficiency**

Tutor/assessor's
signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature

Date

Internal verifier
signature

Date

Assignment 102 Understand the administration of medicines to individuals with dementia using a person-centred approach (Unit 102)

Assignment overview

In this assignment, you will complete tasks to demonstrate your understanding of supporting individuals with dementia with administration of medication. You will investigate the medications commonly prescribed to relieve the symptoms of dementia, and how these present both risks and benefits.

Tasks

There are **two** tasks to this assignment.

- A Question and answer
- B Case study

Assignment coverage

Task	Task name	Learning outcomes covered
A	Question and answer	1.1, 1.2, 1.3, 1.4, 1.5
B	Case study	2.1, 2.2

Assignment 102 Understand the administration of medicines to individuals with dementia using a person-centred approach (Unit 102)

Task A Question and answer - Investigation of commonly used medicines

1 Investigate medicines commonly used to treat dementia. Answer the questions and complete the table.

Question	Answer
a) Explain when antipsychotic drugs might be used to relieve symptoms for an individual with dementia.	
b) Name three examples of antipsychotic drugs that might be prescribed for an individual with dementia.	
c) Explain the risks and benefits of antipsychotic medicines for individuals with dementia. Include how these risks can be minimised if antipsychotic medicines are used	<p>Risks</p> <p>Benefits</p>

2 For each of the following symptoms investigate **one** example of a common medicine used in treatment. Record your answers on the table provided.

Symptoms	Medication	Therapeutic effects	Side-effects
Depression			
Aggression and agitation			
Cognitive function and memory problems			
Anxiety			
Sleep disturbance			
Pain			

3 Describe how to support an individual with dementia to use “as required” medication to manage pain effectively.

4 Explain why it is important to record and report side effects and adverse reactions to medication.

Assignment 102 Understand the administration of medicines to individuals with dementia using a person-centred approach (Unit 102)

Task B Case study

Describe how individuals can be supported with administration of medication in a person-centred way in the following situations.

- a) Ranya is in the early stages of dementia. She lives with her son who goes out to work from early in the morning and is back for early evening. She has been taking her medication at breakfast every morning.
- b) Helen has just moved into a residential home following a breakdown of support at home. She is in the middle stages of dementia, and needs to have her medication administered.
- c) Henry is in the later stages of dementia. He has difficulty swallowing and in understanding what is being said to him. He has angry outbursts especially during care activities. He becomes restless and agitated in the evening and his relatives are requesting that he is given something to help him sleep. He already takes some medication for pre-existing medical conditions.

Candidate assessment record

Assignment feedback and result sheet

Unit number and title		Assignment 102 Understand the administration of medicines to individuals with dementia using a person-centred approach (Unit 102)	
Candidate's name		Enrolment number	
Assessor's name		Centre number	
Dates assignment submitted	1 st		
	2 nd		

Tasks	1st Submission	Resubmission	IV Signature if sampled
	Outcome Pass/Fail	Outcome Pass/Fail	
A			
B			

Assessor/Tutor feedback to candidate on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to candidate on outcome of resubmission

**Date of final assessment
decision**

**I confirm that this assessment has been completed to the required standard and meets
the requirements for validity, currency, authenticity and sufficiency**

Tutor/assessor's
signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature

Date

Internal verifier
signature

Date

Assignment 120 Understand mental well-being and mental health promotion (Unit 120)

Assignment overview

This unit aims to provide the learner with an understanding of the key concepts of mental well-being, mental health and mental health promotion. It focuses on the range of factors that can influence mental well-being and how to effectively promote mental well-being and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.

Tasks

There are **two** tasks to this assignment.

- A Practical activity and written assignment
- B Written assignment

Assignment coverage

Task	Task name	Learning outcomes covered
A	Practical activity and written assignment	2.1, 2.2, 2.3
B	Written assignment	1.1, 1.2, 1.3 2.4, 2.5

Assignment 120 Understand mental well-being and mental health promotion (Unit 120)

Task A Practical activity and assignment

This task invites you to use creative methods to explore the ways you promote your own mental wellbeing and to replicate this activity with an individual you know who has mental health problems.

- 1 Create a collage which demonstrates how you promote your own mental well being and health. The collage can be composed of photographs, drawings, magazine cuttings or representative objects for example a leaf to denote being in nature.
- 2 Discuss the content of your completed collage with a colleague or friend.
- 3 Complete the collage exercise with a mental health service user or group of service users and discuss the content of their collage with them individually or as a group.
- 4 Produce a reflective account addressing the following:
 - a) what you have learnt from creating your own collage and discussing it with another person
 - b) what knowledge the service user/s gained about themselves from this activity
 - c) what conclusions may be drawn from comparing your collage with that of the service user/s
 - d) how may shared information from the activity be used to further develop this or these service user/s mental wellbeing and health.

Guidance note on Task A

As part of evidence for this task you must submit your own collage and either a photograph or written description of at least one service user collage. This exercise may be carried out with a carer or group of carers where more appropriate to your role.

Guidance for Assessors

This task is designed to promote self awareness and the use of self disclosure which are key to best practice in mental health work. It may be beneficial for Assessors to present their own collage to model the exercise. This is a powerful tool and Assessors need to ensure that learners understand the purpose of the task and agreements around confidentiality.

Assignment 120 Understand mental well-being and mental health promotion (Unit 120)

Task B Written assignment

To complete this task you will need to obtain information about a local or national or international strategy to promote mental health and mental well being. You should use the information to do the following:

- 1 Explain who has developed the strategy
- 2 Explain how this strategy defines mental health and well being
- 3 Suggest two alternative ways of defining mental health and well being
- 4 Summarise the strategy and explain how it addresses the factors that influence mental wellbeing and mental health problems
- 5 Identify the strengths and limitations of the strategy
- 6 Suggest the benefits that the strategy may bring if it is effectively implemented.

At the end of the task you should reference any source documents or websites

Guidance note on Task B

When you are considering the strengths and limitations of the strategy you should ensure that you assess how well the strategy promotes social inclusion.

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to candidate on outcome of resubmission

**Date of final assessment
decision**

**I confirm that this assessment has been completed to the required standard and meets
the requirements for validity, currency, authenticity and sufficiency**

Tutor/assessor's
signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature

Date

Internal verifier
signature

Date

City & Guilds
Skills for a brighter future



www.cityandguilds.com

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business_unit@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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

**City & Guilds is a registered charity
established to promote education
and training**