

Level 2 Award in promoting the mental health and well-being of older people (3062-02)

Qualification handbook

3062-02 Level 2 Full Award: 500/3963/5

3062-92 Level 2 Unit route: 500/3963/5



In collaboration with

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www.cityandguilds.com
June 2008
Version 1.0.0

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1 About this document

This document contains the information that centres need to offer the following qualification:

Level 2 Award in Promoting the Mental Health and Well-being of Older People

City & Guilds qualification number **3062-02**

QCA accreditation number **500/3963/5**

This document includes details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements
- evidence recording forms.

2 About the qualification

2.1 Accreditation details

Qualifications and Credit Framework (QCF)

The QCF replaces the National Qualifications Framework (NQF) in England and Northern Ireland, and is intended to replace the regulated pillar within the Qualifications and Credit Framework for Wales (CQFW). It is also intended to align with the Scottish Credit and Qualifications Framework (SCQF). The QCF provides a way of recognising achievement through the award of credit for units and qualifications. Units within the framework are allocated a:

- level to indicate the level of difficulty
- credit value to indicate the size of the unit. 10 hours of **learning time** = 1 credit value.

Learning time is a notional measure of the amount of time a typical candidate might be expected to take to complete all the learning relevant to achievement of the learning outcomes. It differs from Guided Learning Hours (GLH) which represent only those hours a tutor/trainer or facilitator are present and contributing to the learning process because it takes into account all learning relevant to the learning outcomes regardless of where, when and how it has taken place.

The QCF recognises learning by awarding credit each time a candidate successfully completes a unit. Candidates can accumulate and transfer credit achievement over time.

A unit is the smallest part of learning for which credit is awarded. Candidates can also gain credit for full qualifications.

For further information about the QCF, CQFW and the SCQF, please refer to the websites for each country listed at Appendix 6.

2 About the qualification

2.2 Aim of the qualification

This qualification has been developed in order to equip and qualify mental health workers who work specifically with older people.

This qualification is for everyone involved in improving and maintaining the mental well-being of older people, whether they are based in health services, housing, social care, advice and employment, education, sport and leisure, or the criminal justice system – in the voluntary, public or private sectors. This includes paid staff, volunteers and informal carers supporting and working with older people in their own homes, in community and day services, hospital and residential settings, housing schemes and secure accommodation.

This qualification is designed to build on the previous work and life experiences of learners and is therefore relevant to people who are new to their role as well as those who already have experience of working with older people.

City & Guilds developed this qualification in conjunction with Age Concern.

This vocationally related qualification has been designed by City & Guilds in order to:

- meet the needs of candidates who work or want to work with older people in the field of mental health
- allow candidates to learn, develop and practice the skills required for employment and/or career progression in the mental health sector
- contribute to the knowledge and understanding towards the related Level 2 N/SVQs in Health and Social Care, whilst containing additional skills and knowledge which go beyond the scope of the NOS. See the N/SVQ Relationship mapping in Appendix 1 for further details.
- contribute to skills and knowledge towards key and core skills whilst also providing additional skills and knowledge. See the Mapping in Appendix 2 for further details.

Philosophy and principles behind the qualification

The approach taken in this qualification has been to

- make explicit the contested nature of mental health – in particular, the different views about what mental distress is, what causes it and what should be done about it
- take a holistic approach to mental health and well-being that explicitly makes the connection between mental health, emotional well-being and physical health
- emphasises that the transitions and life stages experienced by older people result from a combination of biological, psychological and social factors
- use the World Health Organisation's concept of *active ageing* which incorporates the whole person approach
- take a perspective which doesn't separate people's later life from the rest of their lived experience, and sees the steps people have taken to promote their mental health and well-being throughout their lives as a key to understanding what would help people now
- take a broad and inclusive approach to promoting and maintaining mental health and well-being that addresses the needs of older people currently enjoying positive mental health, those with unrecognised mental health needs and those with a diagnosed mental disorder
- reflect key principles of effective mental health promotion ie inclusion, participation, and the process as being as important for the outcome as the content

Philosophy

The content of the Award is underpinned by the philosophy that to provide effective mental health services, practitioners at all levels need to understand the individual's perspective. They should respect diversity and deliver appropriate, individualised responses to meet the needs of individuals. Effective practice is centred on the user and recognises and values the experience and insight of the individual in respect of his or her own mental health. Workers should enable and empower individuals to enhance the overall quality of their lives.

Principles and values

The core principles that underpin the Award in Promoting the Mental Health and Well-being of Older People can be summarised as

- The importance of respecting and acknowledging diversity and cultural identity
- Individuals having access to, and a choice of, appropriate and useful management and treatment approaches.
- The expertise and experience of individuals and families/carers being acknowledged as valid and important.
- Mental health services empowering individuals, supporting families/carers and being aimed at and accessible to those in greatest need.
- A skilled and competent workforce being the bedrock of safe, sound and supportive services.
- A spirit of social inclusion which constantly challenges stigma and prejudice.
- The location of mental health problems within a broader understanding of mental health, which includes concepts of mental well-being and positive mental health.
- The importance of working with individuals to manage their mental health problems rather than doing things to or for individuals.
- The importance of providing mental health care and support based on individual need, rather than 'fitting' individuals into rigid services.
- Understanding and working with people in the context of their personal system, including social networks, work and family.
- The importance of evaluating and reflecting upon practice and of using research evidence to inform and develop practice.

The broad definition of older people used in this qualification emphasises the transitions and life stages we may experience from the age of 55 onwards.

2 About the qualification

2.3 Rules of combination

Rules of combination are used to define the structure of qualifications. The rules of combination specify the credits which must be achieved through a particular combination of units to gain a full qualification.

A full certificate will be awarded to successful candidates on completion of all five units. Candidates who do complete a full qualification will receive, in addition to their full award, a CUC for each unit achieved.

Accreditation unit reference	City & Guilds unit number	Unit title	Guided learning hours	Credit Value	Mandatory or optional
H/501/6002	3062-001	The principles and values that underpin the promotion of well-being and mental health with older people	12	2	Mandatory
K/501/6003	3062-002	Mental well-being, mental health problems and older people	14	2	Mandatory
M/501/6004	3062-003	Communication, relationships and promoting mental well-being with older people	14	2	Mandatory
T/501/6005	3062-004	Working within services to well-being and mental health with older people	13	2	Mandatory
A/501/6006	3062-005	Developing yourself in your role to promote the well-being and mental health of older people	14	2	Mandatory

The unit route and certificates of unit credit

Candidate that wish only to do a few units or even a single unit at level 2 can register on to the unit route, 3062-92. Regardless of the route the candidate registers on to, certificates of unit credit (CUCs) will be issued to candidates for each successfully completed unit, even if the full qualification is not attempted.

2 About the qualification

2.4 Value statement

The key purpose for those working in Health and Social Care settings has been identified by the sector skills councils: 'to provide an integrated, ethical and inclusive service which meets agreed needs and outcomes of people requiring health or social care.' Implicit in this statement is the core assumption that the human rights of these people will be safeguarded at all times.

This qualification has been underpinned by a number of values. Older people make a valuable contribution to family life and to the economic, political and cultural life of society and they have the right to achieve their potential and to be respected. All older people are unique individuals whose mental health is influenced by many factors. Older people have different risks and resilience in relation to promoting and maintaining their mental health and well-being. Consequently it is important for workers to work with people's strengths to maximise their resilience.

2 About the qualification

2.5 Relevant sources of information

Related publications

City & Guilds provides this handbook as a download on the website www.cityandguilds.com. Pavilion are also publishing some support materials to complement this qualification. Please contact

Pavilion Publishing (Brighton) Ltd
Richmond House
Richmond Road
Brighton
BN2 3RL
Tel: 01273 623222
Fax: 01273 625526
Email: info@pavpub.com
Web: www.pavpub.com

City & Guilds also provides the following documents specifically for this qualification:

Publication	Available from
Community & Society Guidance updates	www.cityandguilds.com/communityandsocietyqi
FAQs customised for this qualification	www.cityandguilds.com/healthandsocialcare
Fast-track approval forms	www.cityandguilds.com/healthandsocialcare

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- **Providing City & Guilds qualifications – a guide to centre and qualification approval** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification.
- **Ensuring quality** contains updates on City & Guilds assessment and policy issues.
- **Centre toolkit** contains additional information on *Providing City & Guilds qualifications*, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates. The *Centre Toolkit* is sent to centres when they receive approved centre status. It is also available from to order at an additional cost.
- **Online catalogue** contains details of general regulations, registration and certification procedures and fees. This information is also available online.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about City & Guilds qualifications. It contains qualification documentation and updates.
SmartScreen	www.smartscreen.co.uk	SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials. Note SmartScreen content has not yet been developed for all our qualifications.
Walled Garden	www.walled-garden.com	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

Contacting City & Guilds by e-mail

The following e-mail addresses give direct access to our Customer Relations team.

e-mail	Query types
learnersupport@cityandguilds.com	all learner enquiries, including <ul style="list-style-type: none">• requesting a replacement certificate• information about our qualifications• finding a centre.
centresupport@cityandguilds.com	all centre enquiries.
walledgarden@cityandguilds.com	all enquiries relating to the Walled Garden, including <ul style="list-style-type: none">• setting up an account• resetting passwords.

3 Candidate entry and progression

Candidate entry requirements

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to be successful in gaining their qualification. Candidates will be expected to be working or volunteering in a setting in order to complete this qualification.

Please note that for funding purposes, candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. Information on funding is provided in Appendix 4.

Age restrictions and legal considerations

This qualification is not approved for use by candidates under the age of 16 and City & Guilds cannot accept any registrations for candidates in this age group. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications on completing assessments.

Candidate work placement requirements

As part of the assessment for this award is based on practical activities with older people, candidates must have access to individuals in a formal or informal setting.

Progression

The qualification provides knowledge and practical skills related to the N/SVQ Level 2 in Health and Social Care.

On completion of this qualification candidates may progress into employment or to the following City & Guilds qualifications:

- The related Level 3 Award or Certificate
- Level 2 N/SVQ in Health & Social Care
- Level 3 N/SVQ in Health & Social Care.

4 Centre requirements

4.1 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**. In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for this particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification (scheme) approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional and national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals. Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

Fast track approval

Centres approved to offer the qualification Level 3 Certificate in Community Mental Health Work may apply for approval for the new qualifications in Promoting the mental health and well-being of older people using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualifications using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** qualification approval process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

4 Centre requirements

4.2 Resource requirements

Human resources

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- trainer / tutor
- assessor
- internal verifier
- examinations secretary.

Staff delivering the qualification

Centre staff must satisfy the requirements for occupational expertise for this qualification. They must have verifiable and relevant current industry knowledge of the occupational working area at or above the level being assessed and evidence the quality of occupational experience to ensure the credibility of the assessment judgements. Assessors' experience could be evidenced by

- curriculum vitae and references
- possession of a relevant NVQ/SVQ
- corporate membership of a relevant professional institution
- continuing professional development (CPD).

Trainer / tutors must

- be occupationally knowledgeable in the area of mental health for which they are delivering training. This knowledge must be at least to the same level as the training being delivered.
- have credible experience of providing training.

Assessor and verifier requirements

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualification.

Please note: Centre staff may undertake more than one role eg tutor and assessor but must never internally verify their own assessments.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, assessment and verification remains current, and takes account of any national or legislative developments. Centres therefore need to provide their assessment and verification team members with opportunities for continuous improvement, and external verifiers will log this activity for all approved centres. It is expected that each assessor and internal verifier can identify a minimum of two activities per annum which supports their continuous professional development.

These may be activities which update vocational/professional skills and knowledge and/or assessor and verifier skills and knowledge. This may be achieved in a variety of ways such as attendance at conferences, City & Guilds Community & Society quality improvement events, centre updating and standardisation events, reading etc. The centre should record CPD activity on an individual assessor and IV basis, thereby providing evidence to the external verifier of the centre having met the requirement for continuous improvement.

4 Centre requirements

4.3 Administration, registration and certification

QCF Technical Requirements

Centres must register with QCA to obtain access to the Learner Registration Service (LRS) in order to obtain the Unique Learner Number (ULN) and Learner Achievement Record (LAR) for their learners. Information on how to do this can be obtained from www.cityandguilds.com/QCFIT

Learners are awarded credit for the unit they have completed which is recorded on their QCF Learner Achievement Record (LAR). They may continue to accumulate credit towards a full qualification at a later date if they wish; provided it is within the timescales of accreditation for the particular qualification. The LAR also indicates to the learner how many more credits they need in order to achieve a full qualification and progression routes.

City & Guilds' administration

Full details of City & Guilds' administrative procedures for this qualification are provided in the *Online Catalogue*. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- claiming certification.

Centres should be aware of time constraints regarding the registration and certification periods for the qualification, as specified in the City & Guilds *Online Catalogue*.

Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certification end dates for the qualifications are subject to change. The latest News are available on the website (www.cityandguilds.com).

Retaining assessment records

Centres must retain copies of candidate assessment records for at least three years after certification.

Notification of results

After completion of assessment, candidates will receive, via their centre, a 'notification of candidate results', giving details of how they performed. It is not a certificate of achievement.

Certificate of unit credit (CUC)

A certificate of unit credit records the successful completion of a unit. Centres can apply for CUCs on behalf of a candidate at any time after they have achieved the unit. They do not need to wait until the full programme of study has been completed.

Full certificates

Full certificates are only issued to candidates who have met the full requirements of the qualification, as described in section 2.3 Rules of combination.

4 Centre requirements

4.4 Quality assurance

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:

- internal (centre) quality assurance
- City & Guilds external verification.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- assessor
- internal verifier.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds qualifications* and in the *Centre toolkit* together with full details of the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain copies of candidates' assessment records for three years after certification.

External quality assurance

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, external verifiers must have appropriate occupational and verifying knowledge and expertise. City & Guilds external verifiers attend training and development designed to keep them up-to-date, to facilitate standardisation between verifiers and to share good practice.

External verifiers:

The role of the external verifier is to

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and to City & Guilds.

External quality assurance for the qualification will be provided by the usual City & Guilds external verification process. This includes the use of an electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

Further details of the role of external verifiers are given in *Providing City & Guilds qualifications*.

5 Course design and delivery

Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

In particular, staff should consider the skills and knowledge related to the national occupational standards.

Provided that the requirements for the qualification are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualification.

Relationship to other qualifications and the wider curriculum

City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications.

The following relationship tables are provided to assist centres with the design and delivery of the qualification:

- Relationship to the Mental Health and the Health and Social Care NOS can be found in Appendix 1.
- Signposting to Key / core skills and the wider curriculum for the qualification can be found in Appendix 2 of this handbook.
- Opportunities to address social, moral, spiritual and cultural issues during the delivery of the qualification has been identified, and can be found in Appendix 3.

Data protection and confidentiality

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

It is important to protect the identity of the individuals encountered by candidates in the work setting. Confidential information must not be included in candidate portfolios or assessment records. Confidential information should remain in its usual location, and a reference should be made to it in the portfolio or assessment records.

Initial assessment and induction

Centres may want to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the Centre toolkit.

6 Assessment

6.1 Summary of assessment requirements

For this qualification, candidates will be required to complete the assessments for the units. Each unit will be assessed by a variety of different assessment methods (mainly questioning, observations and assignments). These assessments will be devised by centres and will assess the practical activities within each unit.

Time constraints

The following time constraints must be applied to the assessment of this qualification:

- It is anticipated that an assessment should take no longer than eight hours, in total, to complete. Centre staff should guide candidates to ensure excessive evidence gathering is avoided. Centres finding that assignments are taking longer, should contact the external verifier for guidance
- A candidate can usually submit an assignment twice. Beyond this it is at the centre's discretion whether they will permit the candidate to submit the assignment for a third time.
- All assignments must be completed and assessed within the learner's period of registration. Centres should advise learners of any internal timescales for the completion and marking of individual assignments.

Grading and marking

Grading of assessments for this qualification is pass or fail.

Accreditation of prior learning and experience (APEL)

Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) are approaches used to recognise the contribution a person's previous experience might contribute to a qualification.

7 Units

Availability of units

The units for this qualification follow. They may also be obtained from the centre resources section of the City & Guilds website.

Structure of units

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

- City & Guilds unit reference number
- title
- level
- credit value
- unit aim
- learning outcomes in detail expressed as practical skills and underpinning knowledge
- endorsement of unit
- statement of guided learning hours
- connections with NOS and other qualifications
- Key/Core Skills signposting
- assessment and grading details
- notes for guidance.

The units in this qualification are:

3062-001	The principles and values that underpin the promotion of well-being and mental health with older people
3062-002	Mental well-being, mental health problems and older people
3062-003	Communication, relationships and promoting mental well-being with older people
3062-004	Working within services to well-being and mental health with older people
3062-005	Developing yourself in your role to promote the well-being and mental health of older people

On the next page, there is a Candidate assessment record form that should be copied and completed with each unit in order to track the candidate's progress.

Candidates' assessment record

Unit number and title:

Candidate name

City & Guilds enrolment number

Assessor's name

Centre number

Date assignment submitted 1st

2nd

Task

1st submission outcome

2nd submission outcome

Pass/refer

Pass/fail

Assessor's comments to candidate/student

Target date and action plan for resubmission (if applicable)

Outcome of second submission

Date of final assessment decision

Assessor's signature

Date

Candidate signature

Date

Internal verifier's signature

Date

Unit 001

The principles and values that underpin the promotion of well-being and mental health with older people

Level: 2

Credit value: 2

Unit aim

This unit aims to provide the candidate with knowledge of the contribution of older people to society, the impact of negative attitudes towards old age and older people and the importance of promoting mental health and well-being in their practice with older people. It also aims to provide candidates with knowledge of the key principles and values that should underpin their practice and enable them to apply these in their practice with older people.

Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to:

- Describe the social context of practice with older people
- Explain the importance of promoting well-being and mental health with older people
- Apply key principles and values in practice with older people

Endorsement of the unit by sector skills councils

This unit is endorsed by Skills for Health and Skills for Care and Development.

Guided learning hours

It is recommended that 12 guided learning hours (20 notional learning hours) should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and the relevant national occupational standards

This unit has been mapped to the

- Health and Social Care NOS
- Health and Mental Health NOS
- NHS Knowledge and Skills Framework
- Knowledge and Skills Set for Dementia, Social Care (Adults, England)
- Social Care Induction Framework (Wales)
- Common Induction Standards for Social Care (Adults, England)

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others

Assessment and grading

Assessors will be able to use a variety of different assessment methods to provide evidence that the candidate has demonstrated the outcomes for this unit. The ones that are likely to be most used are questioning, observations and assignments.

Unit 001 The principles and values that underpin the promotion of well-being and mental health with older people

Outcome 1 Describe the social context of practice with older people

Assessment criteria

The candidate will be able to:

- 1.1 list three key changes associated with an ageing population
- 1.2 describe the contribution of older people to society
- 1.3 describe how older people are often viewed within society
 - a stereotypes
 - b assumptions
- 1.4 explain the impact on older people of stereotyping, assumptions and discrimination
 - a impact on older people in general
 - b impact on older people using health and social care services or receiving other support
- 1.5 explain why age measured in years is not a reliable indicator of the changes associated with ageing
- 1.6 identify ways in which older people can be described as a diverse group according to:
 - a generation and chronological age
 - b culture and ethnicity
 - c social class
 - d gender
 - e sexual orientation
 - f ability
 - g life opportunities

Unit 001 The principles and values that underpin the promotion of well-being and mental health with older people

Outcome 2 Explain the importance of promoting well-being and mental health with older people

Assessment criteria

The candidate will be able to:

- 2.1 identify different views about the nature of mental health and mental illness
- 2.2 state a definition of mental health and explain how it is different from mental illness and how it is associated with well-being
- 2.3 describe the key features of mental health and well-being
- 2.4 describe the benefits of promoting well-being and mental health with older people
 - a benefits to individuals
 - b benefits to staff / practitioners and service providers
 - c benefits to society
- 2.5 outline ways to promote well-being and mental health with older people
 - a individual strategies
 - b strategies within groups and communities

Unit 001 **The principles and values that underpin the promotion of well-being and mental health with older people**

Outcome 3 Apply key principles and values in practice with older people

Assessment criteria

The candidate will be able to:

- 3.1 describe the key principles and values that underpin practice with older people
 - a respect
 - b equality
 - c rights
 - d choice, capacity and consent
 - e privacy and confidentiality
 - f person centred
 - g holistic approach
 - h positive risk taking
 - i social inclusion
 - j participation
 - k safeguarding vulnerable adults
- 3.2 explain the importance of the key principles and values that underpin practice with older people
- 3.3 apply key principles and positive values in their practice with older people

Unit 001

The principles and values that underpin the promotion of well-being and mental health with older people

Notes for guidance

It is important that tutors explain to candidates that the topic of mental health is a contested area and that there is often confusion in relation to the meaning of different terms. The term 'mental health' may have different meanings and tutors will need to make sure that candidates understand the meaning of the term within this qualification and how it is related to concepts of mental illness and well-being.

The following key words and terms are used in this unit.

Term	Definition
Principle	A basic rule or code of conduct
Value	What a person believes to be important
Stereotype	Seeing people with particular characteristics as all the same
Assumption	Taking something for granted or supposing something is true, often based on stereotypes
Discrimination	Treating an individual or group differently (either better than or less well than others) because of a particular characteristic
Generation	A group of people of the same age who have lived through the same period of time
Chronological age	Age measured in years
Culture	The shared beliefs, practices and social rules of a particular group
Ethnicity	Belonging to a particular group by birth or descent and often based on common characteristics such as skin colour or language
Social class	A group of people sharing the same economic or social status in society such as 'working class' and 'middle class'
Gender	Being male or female
Sexual orientation	Being heterosexual, gay or bisexual
Ability	Being able to do or not do something such as reading and writing, being mobile or being independent in looking after yourself
Life opportunities	The circumstances in life that some may take for granted but which may not be available to everyone such as being able to carry on at school beyond 14 years or go to work

Term	Definition
Strategy	A plan for how to achieve something
Person centred	Putting the person and their needs, views and wishes at the heart of something rather than putting the needs of a service or other people first
Social inclusion	Making sure that a person continues to be an equal member of society and able to take part in the life of the community as other people do and have the opportunities that others would expect
Mental health	Uses the World Health Organisation's definition of mental health as a 'state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community.'
Active ageing	'Active ageing is the process of optimising opportunities for health, participation and security in order to enhance quality of life as people age' ¹ . The word 'active' refers to continuing participation by older people in social, economic, cultural, spiritual and civic affairs, not just the ability to be physically active and to participate in the labour market

¹ WHO (2002) Active Ageing A Policy Framework

Unit 002

Mental well-being, mental health problems and older people

Level: 2

Credit value: 2

Unit aim

This unit aims to provide candidates with knowledge and understanding of the factors that can influence the well-being and mental health of older people, the nature of mental health problems and ways of promoting mental health in their practice with older people.

Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to:

- Describe the factors that can influence the well-being and mental health of older people
- Explain what is meant by mental health problems
- Identify ways of promoting mental health in practice

Endorsement of the unit by sector skills councils

This unit is endorsed by Skills for Health and Skills for Care and Development.

Guided learning hours

It is recommended that 14 guided learning hours (20 notional learning hours) should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and the relevant national occupational standards

This unit has been mapped to the

- Health and Social Care NOS
- Health and Mental Health NOS
- NHS Knowledge and Skills Framework
- Knowledge and Skills Set for Dementia, Social Care (Adults, England)

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others

Assessment and grading

Assessors will be able to use a variety of different assessment methods to provide evidence that the candidate has demonstrated the outcomes for this unit. The ones that are likely to be most used are questioning, observations and assignments

Unit 002 Mental well-being, mental health problems and older people

Outcome 1 Describe the factors that can influence the well-being and mental health of older people

Assessment criteria

The candidate will be able to:

- 1.1 describe some of the physical factors that can influence well-being and mental health
 - a food and diet
 - b physical health and ability
 - c physical activity
 - d sensory impairment
- 1.2 describe some of the social and environmental factors that can influence well-being and mental health
 - a physical environment
 - b financial resources
 - c relationships
 - d access and transport
- 1.3 describe some of the psychological factors that can influence well-being and mental health
 - a sense of identity
 - b making a contribution to society
 - c occupation, participation and meaningful activity
 - d having security
 - e dealing with change and loss
 - f spirituality
 - g end of life issues

Unit 002 Mental well-being, mental health problems and older people

Outcome 2 Explain what is meant by mental health problems

Assessment criteria

The candidate will be able to:

- 2.1 describe some of the thoughts, feelings and behaviours that can be associated with mental health problems
- 2.2 describe the main forms of mental health problems that may affect older people
 - a depression
 - b anxiety
 - c dementia
- 2.3 list common treatments and approaches that are used with older people with mental health problems
 - a physical treatments
 - b social approaches
 - c psychological approaches
- 2.4 identify other approaches that may be used with older people with mental health problems
 - a complementary
 - b spiritual and religious support
 - c creative
 - d work and education
- 2.5 describe the experiences and needs of older people with mental health problems
- 2.6 describe the experiences and needs of carers, family and friends of older people with mental health problems

Unit 002

Mental well-being, mental health problems and older people

Outcome 3

Identify ways of promoting mental health in practice

Assessment criteria

The candidate will be able to:

- 3.1 explain the importance of a person centred and individualised approach to promoting well-being and mental health
- 3.2 identify practical ways to promote well-being and mental health with older people through the factors that can influence mental health and well-being
 - a with individuals
 - b with groups

Unit 002 Mental well-being, mental health problems and older people

Notes for guidance

The following key words and terms are used in this unit.

Term	Definition
Physical	To do with the body, or real and material things
Social	To do with human society and how people interact within it and form groups
Environmental	To do with our surroundings and what is in our surroundings
Psychological	To do with the mind and our thoughts, feelings, beliefs, attitudes
Complementary	Approaches that may be used with or as alternatives to standard physical treatments such acupuncture or aromatherapy
Spiritual	A broad term that can include a wide range of ideas such as those to do with finding meaning in life, the nature of the soul and belief in a higher consciousness or being. It may be very individual and not necessarily associated with an organised religion.
Mental health	Uses the World Health Organisation's definition of mental health as a 'state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community.'
Active ageing	'Active ageing is the process of optimising opportunities for health, participation and security in order to enhance quality of life as people age' ² . The word 'active' refers to continuing participation by older people in social, economic, cultural, spiritual and civic affairs, not just the ability to be physically active and to participate in the labour market

² WHO (2002) Active Ageing A Policy Framework

Unit 003

Communication, relationships and promoting mental well-being with older people

Level: 2

Credit value: 2

Unit aim

This unit aims to provide candidates with knowledge and understanding of the importance of communication and positive relationships for well-being and mental health and the principles that should underpin effective communication and relationships in their practice with older people

Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to:

- Explain why effective communication and positive relationships are important
- Apply principles for effective communication and positive relationships
- Respond to people who are distressed or confused or angry or behaving in other ways that we may find difficult to cope with

Endorsement of the unit by sector skills councils

This unit is endorsed by Skills for Health and Skills for Care and Development.

Guided learning hours

It is recommended that 14 guided learning hours (20 notional learning hours) should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and the relevant national occupational standards

This unit has been mapped to the

- Health and Social Care NOS
- Health and Mental Health NOS
- NHS Knowledge and Skills Framework
- Knowledge and Skills Set for Dementia, Social Care (Adults, England)
- Social Care Induction Framework (Wales)
- Common Induction Standards for Social Care (Adults, England)

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others

Assessment and grading

Assessors will be able to use a variety of different assessment methods to provide evidence that the candidate has demonstrated the outcomes for this unit. The ones that are likely to be most used are questioning, observations and assignments.

Unit 003

Communication, relationships and promoting mental well-being with older people

Outcome 1

Explain why effective communication and positive relationships are important

Assessment criteria

The candidate will be able to:

- 1.1 describe the key benefits of effective communication and positive relationships in promoting well-being
 - a communication and relationships with older people
 - b communication and relationships with partners
 - c communication and relationships with carers and family members
 - d communication and relationships with workers
- 1.2 identify key barriers to effective communication and positive relationships
 - a personal and interpersonal
 - b structures and systems
- 1.3 describe the impact of poor communication and relationships on a person's mental well-being

Unit 003

Communication, relationships and promoting mental well-being with older people

Outcome 2

Apply principles for effective communication and positive relationships

Assessment criteria

The candidate will be able to:

- 2.1 identify and explain key principles for effective communication and relationships with older people
 - a demonstrating respect and promoting dignity
 - b working with rather than doing things for or to people
 - c ensuring communication is a two-way process
 - d providing active support to enable a person to communicate
- 2.2 apply key principles in their communication and relationships in practice
- 2.3 identify sources of specialist support for communication and relationships with older people
 - a interpreters
 - b translators
 - c advocates
 - d psychologists
 - e speech therapists
 - f equipment
 - g communication aids

Unit 003

Communication, relationships and promoting mental well-being with older people

Outcome 3

Respond to people who are distressed or confused or angry or behaving in other ways that we may find difficult to cope with

Assessment criteria

The candidate will be able to:

- 3.1 explain how their response to people can have a negative or positive effect
- 3.2 explain the value of understanding the person and their situation in deciding how to respond
- 3.3 apply key principles in responding to people in practice
 - a use appropriate non-verbal communication and tone of voice
 - b to acknowledge feelings
 - c to listen
 - d to make appropriate use of individualised strategies
- 3.4 know when to seek help and advice about how to respond to people who are distressed, confused or angry or behaving in other ways that we may find difficult to cope with

Unit 003 Communication, relationships and promoting mental well-being with older people

Notes for guidance

The following key words and terms are used in this unit.

Term	Definition
Active support	Doing something to enable another person to do something such as providing a piece of equipment or changing the way you communicate with someone to help the person understand you
Non-verbal communication	All the ways we communicate without using words including our body language, how close we stand to someone and the way we make eye contact
Mental health	Uses the World Health Organisation’s definition of mental health as a ‘state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community.’
Active ageing	‘Active ageing is the process of optimising opportunities for health, participation and security in order to enhance quality of life as people age’ ³ . The word ‘active’ refers to continuing participation by older people in social, economic, cultural, spiritual and civic affairs, not just the ability to be physically active and to participate in the labour market

³ WHO (2002) Active Ageing A Policy Framework

Unit 004

Working within services to promote well-being and mental health with older people

Level: 2

Credit value: 2

Unit aim

This unit aims to provide candidates with knowledge of the services, key laws and policies that are relevant to promotion of well-being and mental health with older people. It also aims to enable candidates to understand how their role contributes to this overall picture and to recognise the limits of their role and when they should seek help and advice.

Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to:

- Describe the range of services and their roles and responsibilities in promoting the well-being and mental health of older people
- Describe the key laws and policies that are relevant to promoting the well-being and mental health of older people
- Explain their role and responsibilities and the boundaries of their role

Endorsement of the unit by sector skills councils

This unit is endorsed by Skills for Health and Skills for Care and Development.

Guided learning hours

It is recommended that 13 guided learning hours (20 notional learning hours) should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and the relevant national occupational standards

This unit has been mapped to the

- Health and Social Care NOS
- Health and Mental Health NOS
- NHS Knowledge and Skills Framework
- Knowledge and Skills Set for Dementia, Social Care (Adults, England)
- Social Care Induction Framework (Wales)
- Common Induction Standards for Social Care (Adults, England)

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others

Assessment and grading

Assessors will be able to use a variety of different assessment methods to provide evidence that the candidate has demonstrated the outcomes for this unit. The ones that are likely to be most used are questioning, observations and assignments.

Unit 004

Working within services to promote well-being and mental health with older people

Outcome 1

Describe the range of services and their roles and responsibilities in promoting the well-being and mental health of older people

Assessment criteria

The candidate will be able to:

- 1.1 identify and explain the value of the range of services that can contribute to promoting the mental health and well-being of older people
- 1.2 name the agencies that provide the key services in their local area
- 1.3 explain the roles and responsibilities of the agencies that provide the key services in their local area
- 1.4 explain the importance of agencies and individuals working in partnership

Unit 004

Working within services to promote well-being and mental health with older people

Outcome 2

Describe the key laws and policies that are relevant to promoting the well-being and mental health of older people

Assessment criteria

The candidate will be able to:

- 2.1 explain the difference between a law and a policy
- 2.2 describe the key laws and/or national policies in their own country of work in relation to the following areas of practice:
 - a health and safety
 - b promoting rights and preventing discrimination
 - c protection of vulnerable adults
 - d managing confidential information
 - e record keeping
 - f assessment, care and support planning and risk management
 - g working with people who may not have the capacity to give informed consent
 - h the care and treatment of people with mental health problems
- 2.3 explain how each of the key laws and/or national policies listed are relevant to their own practice

Unit 004

Working within services to promote well-being and mental health with older people

Outcome 3

Explain their role and responsibilities and the boundaries of their role

Assessment criteria

The candidate will be able to:

- 3.1 identify their role and responsibilities
- 3.2 describe their role in relation to their own immediate team or wider team or network
- 3.3 explain the importance of following local policies and procedures in any practice setting
- 3.4 identify the limits of their role and triggers for when they should seek help and advice
- 3.5 identify who to go to for help and advice when a situation is beyond the limits of their role

Unit 004 Working within services to promote well-being and mental health with older people

Notes for guidance

Tutors will need to explain that laws and national policies may be shared across the UK or different in Northern Ireland, Scotland, Wales or England. Candidates are only required to know about the key laws and national policies in their own country of work.

The following key words and terms are used in this unit.

Term	Definition
Agencies	Organisations that offer services and which could be statutory agencies (such as those that are part of the National Health Service) or independent agencies (such as charities or private businesses)
Mental health	Uses the World Health Organisation’s definition of mental health as a ‘state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community.’
Active ageing	‘Active ageing is the process of optimising opportunities for health, participation and security in order to enhance quality of life as people age’ ⁴ . The word ‘active’ refers to continuing participation by older people in social, economic, cultural, spiritual and civic affairs, not just the ability to be physically active and to participate in the labour market

⁴ WHO (2002) Active Ageing A Policy Framework

Unit 005 **Developing yourself in your role to promote the well-being and mental health of older people**

Level: 2

Credit value: 2

Unit aim

This unit aims to provide candidates with knowledge and understanding of how they can contribute to achieving a high quality service and develop the necessary skills, knowledge and attitudes that are necessary within their role.

Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to:

- Explain how practitioners can contribute to achieving practice standards and continuous practice improvement
- Use essential skills to develop their competence within their role
- Produce a plan for their development within their role

Endorsement of the unit by sector skills councils

This unit is endorsed by Skills for Health and Skills for Care and Development.

Guided learning hours

It is recommended that 14 guided learning hours (20 notional learning hours) should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and the relevant national occupational standards

- Health and Social Care NOS
- Health and Mental Health NOS
- NHS Knowledge and Skills Framework
- Social Care Induction Framework (Wales)
- Common Induction Standards for Social Care (Adults, England)

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Information Technology
- Improving own learning and performance

Assessment and grading

Assessors will be able to use a variety of different assessment methods to provide evidence that the candidate has demonstrated the outcomes for this unit. The ones that are likely to be most used are questioning, observations and assignments.

Unit 005 **Developing yourself in your role to promote the well-being and mental health of older people**

Outcome 1 Explain how practitioners can contribute to achieving practice standards and continuous practice improvement

Assessment criteria

The candidate will be able to:

- 1.1 identify the key performance standards, and the source of these standards, which their own service is judged against
- 1.2 explain their own role and responsibility in ensuring their service achieves the standards and continues to improve
- 1.3 explain why practitioners should keep up-to-date and continue to develop their practice

Unit 005 Developing yourself in your role to promote the well-being and mental health of older people

Outcome 2 Use essential skills to develop their competence within their role

Assessment criteria

The candidate will be able to:

- 2.1 demonstrate their ability to reflect on their practice and identify ways of improving their practice
- 2.2 demonstrate how to manage their time effectively
- 2.3 research information using information and communication technology
- 2.4 demonstrate their ability to network and seek out new resources
- 2.5 identify steps they can take to promote their own well-being and mental health and manage the stress associated with their role

Unit 005 Developing yourself in your role to promote the well-being and mental health of older people

Outcome 3 Produce a plan for their development within their role

Assessment criteria

The candidate will be able to:

- 3.1 make use of feedback about their own performance from:
 - a reflecting on an event from their practice
 - b an individual/an older person they have supported or cared for
 - c a manager/mentor/supervisor/trainer/assessor
- 3.2 identify a range of ways of learning
- 3.3 demonstrate their use of at least two of the following ways of learning:
 - a reading journals and magazines
 - b supervision
 - c training courses
 - d coaching from a skilled person
 - e shadowing
 - f using the media
- 3.4 produce a plan for their continuous development over the next year based on further learning needs identified during the programme for this award

Unit 005 **Developing yourself in your role to promote the well-being and mental health of older people**

Notes for guidance

Candidates may be in situations where performance standards are not immediately explicit. Tutors may need to help candidates interpret the assessment criteria in relation to their role and support the candidate in considering which standards may be relevant. Standards could include those associated with health and safety or those based on ethical codes or current ideas about best practice.

The following key words and terms are used in this unit.

Term	Definition
Reflect on practice	The ability to look back on a work experience and identify what you did well, what you could have done differently, what you have learned from the experience and what you may do differently in future in a similar situation
Information and communication technology	In this unit ICT refers to the Internet and electronic mail
Network	To make contact with new people and build new relationships
Mental health	Uses the World Health Organisation’s definition of mental health as a ‘state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community.’
Active ageing	‘Active ageing is the process of optimising opportunities for health, participation and security in order to enhance quality of life as people age’ ⁵ . The word ‘active’ refers to continuing participation by older people in social, economic, cultural, spiritual and civic affairs, not just the ability to be physically active and to participate in the labour market

⁵ WHO (2002) Active Ageing A Policy Framework

Appendix 1 Connections to NVQs and other qualifications

City & Guilds has identified the connections to linked NVQs and other qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, a qualification may provide knowledge towards a N/SVQ, but centres are responsible for ensuring that the candidate has met all of the knowledge requirements specified in the N/SVQ standards.

This qualification has connections to the

- 1 Health & Social Care National Occupational Standards
- 2 Health and Mental Health NOS National Occupational Standards
- 3 National Health Service's Knowledge and Skills Framework
- 4 Knowledge & Skills Set for Dementia, Social Care (Adults, England) developed by Skills for Care, 2005
- 5 Social Care Induction Framework for Wales
- 6 Common Induction Standards for Social Care (Adults, England) developed by Skills for Care, 2005.

Unit number	Health & Social Care NOS	Health and Mental Health NOS	NHS Knowledge and Skills Framework	Knowledge & Skills Set for Dementia, Social Care (Adults, England)	Social Care Induction Framework (Wales)	Common Induction Standards for Social Care (Adults, England)
3062-001	HSC 21	M44	Core 1 Level 2	1.1	1.1	1.1
	HSC 23		Core 2 Level 1	1.3	1.2	1.2
	HSC 24		Core 6 Level 2		1.3	1.3
	HSC 234		Core 6 Level 3		1.4	1.4
3062-002	HSC 21	GEN 14	Core 1 Level 2			
	HSC 24	GEN 15	Core 6 Level 2	1.4		
	HSC 210	MH14	HWB4 Level 2	1.6		
	HSC 226	M18	HWB2 Level 2	3.1		
		M37	HWB4 Level 3			
3062-003	HSC 21	MH1	Core 1 Level 2	1.2	4.1	4.1
	HSC 24	MH10	Core 6 Level 2	1.5	4.2	4.2
	HSC 27	GEN 22	HWB4 Level 2	2.2		
	HSC226		Core 1 Level 3			
	HSC 227		Core 1 Level 2			
	HSC 233					
3062-004	HSC 22	MH2	Core 3 Level 1	4.1	1.2	2.1
	HSC 23		Core 2 Level 1	4.2	2.1	2.2

Unit number	Health & Social Care NOS	Health and Mental Health NOS	NHS Knowledge and Skills Framework	Knowledge & Skills Set for Dementia, Social Care (Adults, England)	Social Care Induction Framework (Wales)	Common Induction Standards for Social Care (Adults, England)
	HSC 24		Core 6 Level 2		2.2	2.3
	HSC 226		HWB4 Level 2		2.3	3.1
	HSC 240		HWB3 Level 1		3.1	3.7
	HSC 244		Core 5 Level 1		3.7	4.3
					4.3	5.1
					5.1	5.4
					5.4	
3062-005	HSC 23	GEN 12	Core 2 Level 1		6.1	6.1
	HSC 24	GEN 13	Core 6 Level 2		6.2	6.2
	HSC 241		Core 5 Level 1			
	HSC 244		Core 2 Level 2			
			Core 2 Level 3			

Appendix 2 Key/Core Skills signposting

The Level 2 qualification provides opportunities to gather evidence for the accreditation of **Key Skills** as shown in the tables below. However, to gain Key Skills certification the Key Skills would need to be taken as additional qualifications.

Unit number	Communication	Application of Number	Information Technology
3062-001	C 2.1 C 2.3	N/A	N/A
3062-002	C 2.1 C 2.3	N/A	N/A
3062-003	C 2.1 C2.2.a C 2.3	N/A	N/A
3062-004	C 2.1 C 2.3	N/A	N/A
3062-005	C 2.3	N/A	IT2.1

Unit number	Problem Solving	Improving own learning and performance	Working With Others
3062-001	N/A	N/A	WO 2.1
3062-002	N/A	N/A	WO 2.1
3062-003	N/A	N/A	WO 2.1 WO2.2
3062-004	N/A	N/A	WO 2.1 WO2.2
3062-005	N/A	LP2.1 LP2.2 LP2.3	N/A

The Level 2 qualification also provides opportunities to gather evidence for the accreditation of **Core skills** as shown in the tables below. However, to gain Core skills certification the Core skills would need to be taken as additional qualifications.

Unit number	Communication	Numeracy	Information Technology
3062-001	Intermediate 1: C (W) outcome 2	N/A	N/A
3062-002	Intermediate 1: C (W) outcome 2	N/A	N/A
3062-003	Intermediate 1: C (oral) outcome 3	N/A	N/A
3062-004	Intermediate 1: C (W) outcome 2	N/A	N/A
3062-005	Intermediate 1: C (W) outcome 2	N/A	Intermediate 1: IT outcome 1 IT outcome 3

Unit number	Problem Solving	Working With Others
3062-001	N/A	Intermediate 1: WO outcome 2
3062-002	N/A	N/A
3062-003	N/A	Intermediate 1: WO outcome 2
3062-004	N/A	Intermediate 1: WO outcome 1 WO outcome 2
3062-005	N/A	N/A

Appendix 3 The wider curriculum

Introduction

The study of a City & Guilds qualification provides opportunities for the learner to develop an understanding of the four wider curricula: spiritual, moral, ethical, social and cultural issues; an awareness of environmental issues, health and safety considerations, and European developments. Mapping of these wider curriculum opportunities is provided in our qualification handbooks.

1 Spiritual, moral, ethical, social and cultural issues

Spiritual development is concerned with questions about the nature of values in human society. This dimension may be evidenced in a unit through such things as helping candidates to consider and respond to questions of meaning and purpose in life, for example.

Moral development is concerned with helping candidates to consider and respond to areas of morality. One outcome may be the enabling of candidates to develop informed and reasoned judgements on moral and ethical issues.

Social development is concerned with helping candidates to develop their sense of identity and belonging.

Cultural developments would be indicated if a unit fosters candidates' awareness and understanding of a range of groups, beliefs, practices, values and attitudes in their own society and in the wider world, and basically develops their understanding of the cultural context within which they live.

2 The European dimension

Candidates may be able to make use of examples from other societies throughout the content of the qualification.

3 Environmental education

The recognition and value of the opinions of people and the importance of the environment. Knowledge and understanding of these curriculum areas and of the values and attitudes of individuals and societies enable candidates to develop and justify personal judgements about issues that impact on the environment such as pollution and the conservation/consumption of resources.

4 Health and safety education

This includes any issues relating to the physical health and safety of selves or others.

Unit number	Spiritual, moral, ethical, social and cultural issues	European dimension	Environmental education	Health and safety
3062-001	✓			✓
3062-002	✓			
3062-003	✓			
3062-004	✓	✓		✓
3062-005				

Appendix 4 Funding

This qualification is accredited and included on the Qualifications and Curriculum Framework (QCF), and is therefore eligible for funding.

City & Guilds does not provide details on funding as this may vary between regions. Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements for this qualification.

Nation	Who to contact	For higher level qualifications
England	<p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at www.lsc.gov.uk and, for funding for a specific qualification, on the Learning Aim Database http://providers.lsc.gov.uk/lad.</p>	<p>Contact the Higher Education Funding Council for England at www.hefce.ac.uk.</p>
Scotland	<p>Colleges should contact the Scottish Further Education Funding Council, at www.sfc.co.uk. Training providers should contact Scottish Enterprise at www.scottish-enterprise.com or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at www.shefc.ac.uk.</p>
Wales	<p>Centres should contact Education and Learning Wales (ELWa) at www.elwa.ac.uk or contact one of the four regional branches of ELWa.</p>	<p>For higher level qualifications, centres should contact the Higher Education Funding Council for Wales at www.hefcw.ac.uk.</p>
Northern Ireland	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>	

Appendix 5 Summary of City & Guilds assessment policies

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Online Catalogue*, and is also available from the City & Guilds Customer Relations department.

Access to assessment

Qualifications on the Qualifications and Credit Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds' *Access to assessment and qualifications guidance and regulations* document is available on the City & Guilds website. It provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier and/or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

Appendix 6 Sources of information about level accreditation, qualification and credit frameworks and level descriptors

Please visit the following websites to find current information on accreditation, qualification level descriptors and national qualification and credit frameworks and in each country.

Nation	Framework	Who to contact	Websites
England	Qualification and Credit Framework (QCF)	The Qualifications and Curriculum Authority	www.qca.org.uk
Scotland	Scottish Credit and Qualifications Framework (SCQF)	The Scottish Qualifications Authority	www.scqf.org.uk www.sqa.org.uk
Wales	The Credit and Qualifications Framework for Wales (CQFW)	The Department for Education, Culture and Welsh Language (DECWL)	www.wales.gov.uk
Northern Ireland	Qualification and Credit Framework (QCF)	The Council for Curriculum, Examinations and Assessment	www.ccea.org.uk

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SP-02-3062