

Level 3 Qualifications in promoting the mental health and well-being of older people (3062)

Assignment guide for centres

3062-13 Level 3 Introductory Award - 500/3962/3

3062-03 Level 3 Full Certificate - 500/3982/9

3062-93 Level 3 Unit Route - 500/3982/9



In collaboration with

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Level 3 Qualifications in promoting the mental health and well-being of older people (3062)

Assignment guide for centres for centres



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1 About this document

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

Level 3 Certificate in Promoting the Mental Health and Well-being of Older People

City & Guilds qualification number **3062-03 and 3062-93**

Level 3 Introductory Award in Promoting the Mental Health and Well-being of Older People

City & Guilds qualification number **3062-13**

This document includes details and guidance on:

- the level 3 assignments
- the marking criteria for the assignments
- the assessment criteria upon which the assignments are based
- the marking criteria
- evidence recording forms.

2 Assignments

2.1 Introduction

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, incomplete or of an unsatisfactory standard.

For all tasks undertaken in the written assignments, candidates must demonstrate the following. Candidates must:

- base their assignments on real practical activities where this is required
- demonstrate an awareness of cultural differences
- maintain the confidentiality of service users
- demonstrate a vigilance in relation to their own health and safety and that of others
- demonstrate an ability to use common specialist terminology and clarify it in plain language.

City & Guilds does not provide specific guidance on the minimum or maximum length required in each written assignment (in terms of 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. 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 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 required for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assignment. Referred candidates should not resubmit work within one week of receiving their result.

2 Assignments

2.2 Mandatory and optional

City & Guilds provides detailed marking criteria in the Marking Criteria section of each assignment.

City & Guilds assignment number	Unit title	Mandatory or optional within 3062-03
3062-101	The principles and values that underpin the promotion of well-being and mental health with older people	Mandatory
3062-102	Well-being, mental health and older people	Mandatory
3062-103	Promoting well-being and mental health with older people	Mandatory
3062-104	Mental health problems and the main interventions and approaches that are used with older people	Mandatory
3062-105	The legal, policy and service framework in relation to promoting well-being and mental health with older people	Mandatory
3062-106	Communication and relationships to promote the well-being and mental health of older people	Mandatory
3062-107	Working with carers, families and significant others to promote the well-being and mental health of older people	Optional
3062-108	Supporting participation in meaningful activity and engagement with life to promote the well-being and mental health of older people	Optional
3062-109	Supporting older people with dementia	Optional
3062-110	Supporting older people with depression and anxiety	Optional
3062-111	Assessment, care & support planning and risk management to promote the well-being and mental health of older people	Optional

Assignment 101 The principles and values that underpin the promotion of well-being and mental health with older people

Assignment overview

Tasks

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

- A short answer questions
- B reflective account

Assignment coverage

Task	Task name	Learning outcomes covered
A	short answer questions	Learning outcome 1 1.1 1.2 1.3 1.4 a-b 1.5 a 1.6 a Learning outcome 2 2.1 2.3 a-d 2.4 2.5 a-b
B	reflective account	Learning outcome 1 1.5 a-g 1.6 a-g Learning outcome 2 2.2 a-j 2.5 c 2.6

Assignment 101 The principles and values that underpin the promotion of well-being and mental health with older people

Task A short answer questions

- 1 Describe **two** ways in which older people contribute to family life in society
- 2 Describe **two** ways in which older people contribute to the economy in society
- 3 Describe **two** ways in which older people contribute to the political life of society
- 4 Describe **two** ways in which older people contribute to the cultural life of society
- 5 Describe **two** key demographic changes that are relevant to your practice with older people
- 6 Describe **two** examples of how negative attitudes towards ageing and/or older people have led to discrimination against older people in society
- 7 Describe **two** examples of how negative attitudes towards ageing and/or older people have led to discrimination against older people in service provision
- 8 Suggest **two** ways in which a person's attitudes, beliefs, priorities or needs may be influenced by whether that person is aged 50 to 60 or 70 to 80 years old
- 9 Suggest **two** ways in which a person's experience of discrimination may be influenced by whether that person is aged 50 to 60 or 70 to 80 years old
- 10 Explain why it is important to be guided by key principles and values in your practice with older people
- 11 Describe **two** sources of rights for older people and, for **each** source, give an example of a right that is relevant to your own practice with older people
- 12 Explain why it is important that practitioners are active in promoting rights, equality and respect in their practice with older people
- 13 Describe **one** way in which **you** could be active in promoting the rights, respect and equality of older people in society
- 14 Describe **one** way in which **you** could be active in promoting the rights, respect and equality of older people within services

Assignment 101 The principles and values that underpin the promotion of well-being and mental health with older people

Task B reflective account

What you should do

Produce a reflective account about how you have identified and applied key principles and values in your practice with an older person to promote their well-being and mental health.

What the account should cover

The reflective account should begin with a brief overview of the context of your practice with the older person and an introduction to the person and their situation. You should then describe, explain and reflect on:

- 1 how you took account of the uniqueness of the person that is influenced by their generation, age, culture, ethnicity, social class, gender, sexual orientation, ability and life opportunities
- 2 how you applied key principles and values in your practice with the older person
- 3 how you actively challenged stereotypes, assumptions and discrimination in your practice with the older person
- 4 your understanding of the potential for abuse towards any older person to occur and the steps you have taken to prevent abuse and safeguard the person's rights

Special points to keep in mind

In a reflective account you not only describe what you have done well but also what you think you could have done differently or better. Therefore you do not have to choose a situation where your practice was 'perfect' as long as you reflect on what you could have done differently and what you have learned from the experience.

Assignment 101 The principles and values that underpin the promotion of well-being and mental health with older people

Marking criteria

Candidate name _____

Assessor name _____

Centre name _____

To pass the assignment, candidates are required to complete each task to the minimum standard indicated below.

Task	The candidate has:	Met / not met	Comments and Feedback
A1	Described two ways in which older people contribute to family life in society		
A2	Described two ways in which older people contribute to the economy in society		
A3	Described two ways in which older people contribute to the political life of society		
A4	Described two ways in which older people contribute to the cultural life of society		
A5	Described two key demographic changes that are relevant to their practice with older people		
A6	Described two examples of how negative attitudes towards ageing and/or older people have led to discrimination against older people in society		
A7	Described two examples of how negative attitudes towards ageing and/or older people have led to discrimination against older people in service provision		
A8	Suggested two ways in which a person's attitudes, beliefs, priorities or needs may be influenced by whether that person is aged 50 to 60 or 70 to 80 years old		
A9	Suggested two ways in which a person's experience of discrimination may be influenced by whether that person is aged 50 to 60 or 70 to 80 years old		
A10	Explained why it is important to be guided by key principles and values in their practice with older people		
A11	Described two sources of rights for older people and, for each source, given an example of a right that is relevant to their own practice with older people		
A12	Explained why it is important that practitioners are active in promoting rights, equality and respect in their practice with older people		

Task	The candidate has:	Met / not met	Comments and Feedback
A13	Described one way in which the candidate could be active in promoting the rights, respect and equality of older people in society		
A14	Described one way in which the candidate could be active in promoting the rights, respect and equality of older people within services		
B	Produced a reflective account about how they have identified and applied key principles and values in their practice with an older person to promote the person's well-being and mental health		
B	Given a brief overview of the context of their practice with the older person and an introduction to the person and their situation		
B1	Explained and reflected on how they took account of the uniqueness of the person that is influenced by their generation, age, culture, ethnicity, social class, gender, sexual orientation ability and life opportunities		
B2	Explained and reflected on how they applied key principles and values in their practice with the older person		
B3	Explained and reflected on how they actively challenged stereotypes, assumptions and discrimination in their practice with the older person		
B4	Described their understanding of the potential for abuse towards any older person to occur and the steps they have taken to prevent abuse and safeguard the person's rights		

Assignment passed? Yes / No

Assessor signature _____

Date _____

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 Well-being, mental health and older people

Assignment overview

Tasks

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

- A short answer questions
- B scenario

Assignment coverage

Task	Task name	Learning outcomes covered
A	short answer questions A short answer questions	Learning outcome 1 1.1 1.2 1.3 1.4 1.5 1.6
B	scenario	Learning outcome 2 2.1 a-e 2.2 a-f 2.3 a-h 2.4

Assignment 102 Well-being, mental health and older people

Task A short answer questions

- 1 Describe **two** views on the meaning of the term 'mental health'
- 2 Explain how mental health may be seen as linked to overall well-being
- 3 Explain what is meant by a holistic approach to well-being and mental health
- 4 Explain how the process of ageing involves a combination of physical, social and psychological factors
- 5 Explain the concept of active ageing
- 6 Explain how the well-being and mental health of older people is affected by the impact of discrimination

Assignment 102 Well-being, mental health and older people

Task B scenario

Read the scenario and answer the questions that follow each section.

Pamela Hutchins

Pamela Hutchins made a significant change in her life when she was 55 years old. She gave up her post office business that was situated in a town and moved 50 miles away to the countryside. She moved near to her daughter Ann, a single parent, to help look after Ann's two children while she was at work.

Three years before she moved Pamela had divorced her husband after discovering that he had been having an affair with one of their close friends. One of the reasons for moving was that she still felt humiliated by this event and believed that local people were talking about her.

Pamela began to regret moving within a few months because, although she enjoyed her new role with the children, she missed her old friends. Pamela had been a town councillor and very active in the local community. She had moved to a rural location with very little public transport and, as she did not drive, she had to rely on neighbours for lifts when she wanted to go shopping. There was nowhere to go to meet people except the local pub and this meant she was spending long periods indoors watching television, either alone or with the children.

Pamela decided that she needed to develop some new interests and she began researching her family history. She had several boxes of documents that belonged to her mother, Elsie, who had died ten years ago and she began to look through these for useful information. Pamela discovered three notebooks and realised these were her mother's diaries. From these diaries Pamela found out that she was one of a twin. Her twin brother had died before he was a year old and Pamela's mother had kept this information from her. Pamela felt disturbed by this revelation and became preoccupied with trying to understand her mother's motivation for keeping this secret. Through reading the diaries she realised that her mother had many other secrets that she had hidden from the family, some of which were quite a shock to Pamela.

At first Ann was very supportive and interested in the family stories but gradually she became concerned that her mother seemed to have changed. Pamela had been a very organised and outgoing person but Ann noticed that she was becoming reluctant to join in any social events and had become quite forgetful. There were several occasions when Pamela forgot to do something important and Ann began to feel worried that something was seriously wrong with her mother. She noticed that her mother had very little food in her house and became worried that she was not looking after herself.

Ann persuaded Pamela to go to her general practitioner who referred her for counselling. During the sessions Pamela was able to talk about her feelings and gradually she had become more like her old self.

Questions

- 1 Describe the bio-psycho-social factors that may have influenced Pamela's well-being and mental health during this period when she moved to live near Ann and explain **how** they impacted in her well-being and mental health

Pamela ten years on

When Pamela was in her mid 60's her daughter, Ann, met and married an Italian man and decided to move to Tuscany. They asked Pamela to go with them but she said that she would prefer to move back to the town where she used to live. They helped her find and move into a small house and six months later they left for Italy. Pamela missed them very badly and was disappointed to find that the town had changed a lot since she had left ten years ago.

Pamela had hoped to find some paid work to supplement her pension and to give her something to do but there was nothing available. She noticed that she was spending too much time sitting about indoors so she began working as a volunteer in a charity shop for three days a week. Pamela was a conscientious worker and, very quickly, the shop manager and other volunteers came to rely on her. She increased her hours and worked there every day, taking on a lot of responsibility and feeling pleased she was valued. However there was a volunteer at the shop who didn't like Pamela and who often undermined her by pointing out small mistakes she had made. After a few years a new manager was appointed and he set out to make changes to the way everything was organised. Pamela decided to leave when he told her she was 'only a volunteer' and must adapt to these new methods.

Pamela suddenly had a lot more free time and, although she had other interests, she missed her work at the shop. Her daughter and family visited three times a year and she occasionally went to stay with them in Italy. However this became more difficult when she developed severe osteoarthritis in her knees and could not make long journeys.

One day, while she was in the garden, an intruder broke in through the front door and stole her bag and many personal items that meant a lot to her. A year later a young man robbed her in the street, punched her and pushed her to the ground. Pamela was deeply upset by both these incidents and was very reluctant to go out on her own for several months afterwards.

Pamela had been on the waiting list for surgery to address the osteoarthritis in her knees and when this was done she said she 'felt like a new woman'. She was able to travel to Italy again and joined a bowling club where she made several new friends.

Questions

- 2 Describe the bio-psycho-social factors that may have influenced Pamela's well-being and mental health during this period when she moved back to her old town and explain **how** they impacted in her well-being and mental health

Pamela twenty years on

When Pamela was 75 years old Ann and her family returned to this country and persuaded Pamela to move into a small ground floor flat in a housing scheme that had a part time warden on site. Ann lived several hours' drive away and, although she phoned her mother everyday, she wanted to know that there was someone who would check up on her regularly.

Pamela liked her new home but said that her neighbours were all very 'elderly' and not good company. The warden organised monthly social activities but Pamela only went to the events when she felt she had to in order to please the warden. The socials were mostly either bingo or 'sing-a-long' sessions to tunes from the 1940's.

Pamela employed a young man called Rick to do some gardening for her and they discovered they had many interests in common including an interest in social history. Rick began to visit Pamela out of his working hours and had a meal at her home several times a week. They also used to go walking together and went on trips to places of historical interest.

Their friendship led to much gossip amongst the other tenants and Ann was very concerned about their relationship. She told Pamela that she thought Rick was after her money. Pamela was furious and said that he was a good friend and they got on very well. She said that she could talk to Rick as he was a good listener and he enjoyed spending time with her because he did not have any family.

Questions

- 3 Describe the bio-psycho-social factors that may have influenced Pamela's well-being and mental health during this period when she moved into the housing scheme and explain **how** they impacted in her well-being and mental health

Special points to keep in mind

Remember to think about how factors may have a positive impact as well as a negative impact on well-being and mental health.

You should also explain how some factors can interact or are connected. For example how physical factors interact with psychological factors and how they influence each other.

Assignment 102 Well-being, mental health and older people

Marking criteria

Candidate name _____

Assessor name _____

Centre name _____

To pass the assignment, candidates are required to complete each task to the minimum standard indicated below.

Task	The candidate has:	Met / not met	Comments and Feedback
A1	Described two views on the meaning of the term 'mental health'		
A2	Explained how mental health may be seen as linked to overall well-being		
A3	Explained what is meant by a holistic approach to well-being and mental health		
A4	Explained how the process of ageing involves a combination of physical, social and psychological factors		
A5	Explained the concept of active ageing		
A6	Explained how the well-being and mental health of older people is affected by the impact of discrimination		
B1	Described the bio-psycho-social factors that may have influenced Pamela's well-being and mental health during this period when she moved to live near Ann and explained how they impacted in her well-being and mental health		
B2	Described the bio-psycho-social factors that may have influenced Pamela's well-being and mental health during this period when she moved back to her old town and explained how they impacted in her well-being and mental health		
B3	Described the bio-psycho-social factors that may have influenced Pamela's well-being and mental health during this period when she moved into the housing scheme and explained how they impacted in her well-being and mental health		
B4	Explained how some bio-psycho-social factors interact or are connected		

Assignment passed? Yes / No

Assessor signature _____

Date _____

Candidate assessment record

Assignment feedback and result sheet

Unit number and title	Assignment 102 people	Well-being, mental health and older	
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 103 Promoting well-being and mental health with older people

Assignment overview

Tasks

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

- A short answer questions
- B project

Assignment coverage

Task	Task name	Learning outcomes covered
A	short answer questions	Learning outcome 1 1.1 1.2 1.3 a-c Learning outcome 2 2.1
B	project	Learning outcome 1 1.1 Learning outcome 2 2.2 2.3 2.4 a-b

Assignment 103 Promoting well-being and mental health with older people

Task A short answer questions

- 1 Explain **two** reasons why it is important to give attention to the well-being and mental health of older people currently enjoying positive mental health as well as to those with unrecognised mental health needs and those with a diagnosed mental disorder
- 2 Explain how risk factors and protective factors influence an individual's level of resilience in relation to their own mental health
- 3 Describe **five** steps that an individual can take to maintain their own mental health and well-being throughout their lives
- 4 Describe **three** benefits to an individual in giving attention to their well-being and mental health in later life
- 5 Describe **three** benefits to staff/practitioners and service providers in giving attention to the well-being and mental health of older people
- 6 Describe **three** benefits to society in giving attention to the well-being and mental health of older people

Assignment 103 Promoting well-being and mental health with older people

Task B project

Investigate a strategy to promote mental health and well-being with older people

In this project you are going to investigate and find out information about a real strategy that is intended to promote well-being and mental health with older people. The strategy may be a personal strategy that has been designed to promote an individual person's mental health or a strategy for a group of people or a community. The group or community strategy could be local, national or international. You are required to investigate the strategy and identify its strengths and weaknesses. You are also required to draw out useful ideas from the strategy and identify ways in which you could use these ideas in your own practice to promote the well-being and mental health of older people.

How to prepare and carry out the project

You will need to identify a strategy and discuss your choice of strategy with your tutor/assessor to confirm that it is appropriate.

You may investigate the strategy and find out the information that you need by reading paper-based or electronic information or by talking with a person who is involved in the strategy.

You are required to produce the results of your investigation and you must cover the points listed below.

What the results of your investigation should cover

- 1 who developed the strategy and why it was developed
- 2 the key points of the strategy
- 3 how the strategy is intended to address risk factors and/or levels of resilience in relation to the well-being and mental health of older people
- 4 the strengths of the strategy
- 5 the weaknesses of the strategy
- 6 at least **two** useful ideas from the strategy
- 7 the practical steps you could take to use these ideas in your practice with older people

Special points to keep in mind

You may investigate the strategy by using paper-based or electronic information or by talking with a person who is involved in the strategy. You may find that talking to a person is very helpful to you as you will be able to ask questions about strengths and weaknesses and this will help you with the task.

Assignment 103 Promoting well-being and mental health with older people

Marking criteria

Candidate name _____

Assessor name _____

Centre name _____

To pass the assignment, candidates are required to complete each task to the minimum standard indicated below.

Task	The candidate has:	Met / not met	Comments and Feedback
A1	Explained two reasons why it is important to give attention to the well-being and mental health of older people currently enjoying positive mental health as well as to those with unrecognised mental health needs and those with a diagnosed mental disorder		
A2	Explained how risk factors and protective factors influence an individual's level of resilience in relation to their own mental health		
A3	Described five steps that an individual can take to maintain their own mental health and well-being throughout their lives		
A4	Described three benefits to an individual in giving attention to their well-being and mental health in later life		
A5	Described three benefits to staff/practitioners and service providers in giving attention to the well-being and mental health of older people		
A6	Described three benefits to society in giving attention to the well-being and mental health of older people		
B	Investigated and found out information about a real strategy for an individual, group or community that is intended to promote well-being and mental health with older people		
B1	Stated who developed the strategy and why it was developed		
B2	Outlined the key points of the strategy		
B3	Explained how the strategy is intended to address risk factors and/or levels of resilience in relation to the well-being and mental health of older people		
B4	Identified the strengths of the strategy		
B5	Identified the weaknesses of the strategy		
B6	Drawn out at least two useful ideas from the strategy		

Task	The candidate has:	Met / not met	Comments and Feedback
B7	Identified the practical steps the candidate could take to use these ideas in their practice with older people		

Assignment passed? Yes / No

Assessor signature _____

Date _____

Candidate assessment record

Assignment feedback and result sheet

Unit number and title		Assignment 103 Promoting well-being and mental health with older people	
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 104 Mental health problems and the main interventions and approaches that are used with older people

Assignment overview

Tasks

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

- A reflective account
- B project

Assignment coverage

Task	Task name	Learning outcomes covered
A	reflective account	Learning outcome 1 1.1 1.2 1.3 a-e 1.4 1.5 1.6 a-c Learning outcome 2 2.1 2.2 2.3 a-g 2.5 a-d 2.6 a-e
B	project	Learning outcome 2 2.3 a-g 2.4 2.5 c-d 2.6 a-g

Assignment 104 **Mental health problems and the main interventions and approaches that are used with older people**

Task A reflective account

What you should do

Produce a reflective account based on an older person who has a diagnosed mental health problem

What the account should cover

The reflective account should begin with an introduction to the person and their situation. You should then describe, explain and reflect on:

- 1 the thoughts, feelings and/or behaviours that led to the person being diagnosed as having a mental health problem
- 2 the assessment process on which this diagnosis was based and the types of information that were gathered during this assessment
- 3 why it is important to use a range of sources of information in assessing a person's mental health
- 4 the range of explanations for the person's thoughts, feelings and/or behaviours that could have been considered during the assessment
- 5 the impact of the mental health problem and of having the diagnosis on the person
- 6 the impact of the mental health problem and of the diagnosis on significant people in the person's life
- 7 the range of needs of the person
- 8 the main interventions and approaches that have been used with the person
- 9 the effectiveness of the interventions and approaches that have been used with the person
- 10 two other interventions and approaches that could have been helpful for the person or that may be helpful in the future

Special points to keep in mind

Some people have mental health problems that are recognised by the person and/or the people around them but which have not necessarily been formally diagnosed by a psychiatrist. This may be the situation with the person you would like to consider in your reflective account. If so, you should discuss this with your tutor/assessor and agree how to approach the points above. You will be able to describe what should happen during an assessment even if it did not take place.

In a reflective account you not only describe what you have done well but also what you think you could have done differently or better. Therefore you do not have to choose a situation where your practice was 'perfect' as long as you reflect on what you could have done differently and what you have learned from the experience. In this reflective account you may be reflecting on the practice of other people.

Assignment 104 **Mental health problems and the main interventions and approaches that are used with older people**

Task B project

Investigating interventions and approaches that are used with older people with mental health problems

In this project you are going to find out information about interventions and approaches for older people with mental health problems offered by different services in your local area. You are required to investigate the interventions and approaches and produce a small portfolio of information.

How to prepare and carry out the project

You will need to select five interventions/approaches from the list below. You are required to find out the information that is required for **each** of the five interventions/approaches.

If you have difficulty in identifying different services that offer five interventions/approaches in your local area because they do not exist, you should discuss this with your tutor/assessor. If they agree that this is an obstacle for you then you can agree to source your information from a wider geographical area.

You may find out the information by reading paper-based or electronic information or by talking with a person who is involved in delivering the service. You are required to produce the results of your investigation in the form of a small portfolio of information.

What the project should cover

You should select five interventions/approaches from the list below:

- 1 talking and other therapies
- 2 psychosocial interventions
- 3 complementary treatments
- 4 spiritual and religious support
- 5 creative approaches
- 6 work, education and volunteering
- 7 group work
- 8 physical activity and diet
- 9 service-user led initiatives

The information you should gather

- 1 what service and who within it offers this intervention/approach?
- 2 who can access the service?
- 3 how is it delivered?
- 4 what needs is it designed to address?
- 5 how can someone access the service?

Assignment 104 Mental health problems and the main interventions and approaches that are used with older people

Marking criteria

Candidate name _____

Assessor name _____

Centre name _____

To pass the assignment, Candidates are required to complete each task to the minimum standard indicated below.

Task	The candidate has:	Met / not met	Comments and Feedback
A	Produced a reflective account based on an older person who has a diagnosed mental health problem		
A	Given an introduction to the person and their situation		
A1	Identified the thoughts, feelings and/or behaviours that led to the person being diagnosed as having a mental health problem		
A2	Described the assessment process on which this diagnosis was based and the types of information that were gathered during this assessment		
A3	Explained why it is important to use a range of sources of information in assessing of a person's mental health		
A4	Identified the range of explanations for the person's thoughts, feelings and/or behaviours that could have been considered during the assessment		
A5	Described the impact of the mental health problem and of having the diagnosis on the person		
A6	Described the impact of the mental health problem and of the diagnosis on significant people in the person's life		
A7	Described the range of needs of the person		
A8	Identified the main interventions and approaches that have been used with the person		
A9	Explained the effectiveness of the interventions and approaches that have been used with the person		
A10	Identified two other interventions and approaches that could have been helpful for the person or that may be helpful in the future		
B	Investigated five interventions/approaches from the list 1-9		

Task	The candidate has:	Met / not met	Comments and Feedback
B	Produced the required information listed 1-5 for each of the five interventions/approaches in the form of a small portfolio		

Assignment passed? Yes / No

Assessor signature _____

Date _____

Candidate assessment record

Assignment feedback and result sheet

Unit number and title	Assignment 104 Mental health problems and the main interventions and approaches that are used with older people		
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 105 The legal, policy and service framework in relation to promoting well-being and mental health with older people

Assignment overview

Tasks

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

- A short answer questions
- B presentation

Assignment coverage

Task	Task name	Learning outcomes covered
A	short answer questions	Learning outcome 1 1.1 a-h 1.2
B	presentation	Learning outcome 1 1.3 a-g Learning outcome 2 2.1 a-e 2.2 2.3 2.4 a-n Learning outcome 3 3.1 a-c 3.2 a-g 3.3 3.4

- 1 The key principles and values from legislation and policy that should underpin practice with older people
- 2 The framework of national service provision in your country and how the different sectors of education, employment & benefits, health & social care, housing and justice relate to each other
- 3 the role and responsibilities of the key statutory and independent agencies involved in promoting well-being and mental health with older people
- 4 the contribution of carers to promoting the well-being and mental of older people
- 5 the role and responsibilities of the key professions and practitioners involved in promoting the well-being and mental health of older people
- 6 the importance of effective team working and collaboration between different agencies, different practitioners and practitioners and carers
- 7 common obstacles to team working and collaboration in general
- 8 how to overcome common obstacles to team working and collaboration in general
- 9 the obstacles to team working and collaboration that you faced in **your** project group for the presentation
- 10 how you overcame any obstacles to team working and collaboration in **your** project group
- 11 something **each** member of your project group has learned from doing the presentation

Special points to keep in mind

This task is assessing your ability to network and discover new resources in addition to the content 1 to 11 listed above. It is very important that each member of your group has an opportunity to show that they can do this when you allocate tasks in your action plan.

This presentation is a good opportunity to learn a new skill. Therefore when you are deciding on a presentation method you could try and do something you haven't done before such as making a poster display.

Assignment 105 The legal, policy and service framework in relation to promoting well-being and mental health with older people

Marking criteria

Candidate name _____

Assessor name _____

Centre name _____

To pass the assignment, candidates are required to complete each task to the minimum standard indicated below.

Task	The candidate has:	Met / not met	Comments and Feedback
A1	Identified the key points of the mental health legislation that is relevant to promoting the mental health and well-being of older people		
A2	Identified the key points of public health legislation that is relevant to promoting the mental health and well-being of older people		
A3	Identified the key points of social care legislation that is relevant to promoting the mental health and well-being of older people		
A4	Identified the key points of capacity legislation that is relevant to promoting the mental health and well-being of older people		
A5	Identified the key points of safeguarding adults legislation that is relevant to promoting the mental health and well-being of older people		
A6	Identified the key points of carers legislation that is relevant to promoting the mental health and well-being of older people		
A7	Identified the key points of human rights legislation that is relevant to promoting the mental health and well-being of older people		
A8	Identified the key points of discrimination legislation that is relevant to promoting the mental health and well-being of older people		
A9	Described four key policies that are relevant to promoting the mental health and well-being of older people that apply within their own country of work or across the UK		
B	Worked in a project group of three to five people to prepare and deliver a presentation of a minimum of 20 minutes plus 10 minutes for questions		

Task	The candidate has:	Met / not met	Comments and Feedback
B	Met with group (or used agreed method) on a minimum of two occasions		
B	Submitted their action plan and diary and these show a fair distribution and completion of tasks for the presentation		
B	Contributed as agreed in the action plan to the presentation which covered points 1 to 11		
B	Shown their ability to network and discover new resources		

Assignment passed? Yes / No

Assessor signature _____

Date _____

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 106 Communication and relationships to promote the well-being and mental health of older people

Assignment overview

Tasks

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

- A scenario
- B reflective account

Assignment coverage

Task	Task name	Learning outcomes covered
A	scenario	Learning outcome 1 1.1 a-c 1.2 a-l 1.3 a-d 1.4 a-f Learning outcome 2 2.1
B	reflective account	Learning outcome 1 1.2 a-l Learning outcome 2 2.1 2.2 a-h 2.3 a-h

Assignment 106 Communication and relationships to promote the well-being and mental health of older people

Task A scenario

Read the scenario and answer the questions that follow

Mr and Mrs Cheung

Mr and Mrs Cheung are both in their 70's and they live with their son, Chi-Wah, and daughter-in-law, Mee-Ling, and their four grandchildren. Mr Cheung's health is poor and he needs a great deal of help from his wife who also looks after the home while their children are working long hours in the family restaurant business.

Over the last two years Mrs Cheung has been complaining to Mee-Ling that she feels very weak and dizzy. On a few occasions Mee-Ling has found her mother-in-law on the ground with her eyes closed as if she is asleep but then she gets up when disturbed as if nothing has happened. Mee-Ling has also noticed that Mrs Cheung has become very critical and argumentative, telling her off about minor matters.

A year ago Mee-Ling visited the GP with Mrs Cheung and was asked to act as interpreter for her mother-in-law who does not speak English. Mrs Cheung described her symptoms and said that because of her poor health she wants to die. She did not tell the GP that she has been taking Chinese herbal medicine.

The GP referred Mrs Cheung for tests at the hospital but they were not able to find an explanation for her health problems. At the follow-up appointment the GP prescribed Mrs Cheung anti-depressants and gave Mee-Ling a leaflet about the local carers' organisation.

Questions

- 1 Explain why it is important for any worker to be able to communicate directly and build a relationship with Mrs Cheung
- 2 Explain why it is important for any worker to be able to communicate and build a relationship with Mee-Ling or Chi-Wah
- 3 Suggest **three** reasons why it may not be appropriate to ask Mee-Ling to act as an interpreter for her mother-in-law
- 4 Identify **five** factors that may have had an impact on communication between Mrs Cheung and the GP and created barriers to effective communication

Mee-Ling

Three months ago Mee-Ling contacted the local Carers' Organisation and was invited to attend their support group. Mee-Ling was very quiet in the group, only saying a few words, and seemed embarrassed when other carers talked about situations they were dealing with at home.

After the meeting the group leader, Jessie, was concerned that Mee-Ling may not want to return to the group and asked if she could talk to Mee-Ling on her own. They sat and had a cup of tea together and Jessie tried to talk to Mee-Ling to find out how she was feeling.

Questions

- 5 Identify and describe key principles that Jessie could apply in trying to promote effective two-way communication with Mee-Ling

- 6 Identify and describe **three** factors that may have an impact on communication between Jessie and Mee-Ling and create barriers to effective communication
- 7 Explain how Jessie could take an active approach to overcoming these barriers and promoting communication with Mee-Ling

Jessie

Jessie encouraged Mee-Ling to continue with the group and gradually over the next few meetings she began to talk about the situation at home with her mother-in-law and about how stressed she felt. Mee-Ling said Mrs Cheung had refused to take her anti-depressants and was now eating very little food. Mee-Ling began to cry and said that she felt she could not cope with everything and that she had failed her husband. She said that Chi-Wah was having to work very hard in the business and was hardly at home. He had told her that she must be strong and make sure his mother eats.

Mee-Ling said that she had not been able to talk to anyone about the situation because she believed everyone was looking at her and thinking she was weak. Some of the group members said that they had felt the same way when they first came.

Jessie was very concerned about Mee-Ling and in her supervision with her manager she asked what she should do.

Questions

- 8 identify **one** key principle from transactional analysis that Jessie could apply in the support group to achieve effective communication and relationships
- 9 identify **one** key principle from the person centred approach that Jessie could apply in the support group to achieve effective communication and relationships
- 10 identify **one** key principle from cognitive behavioural theory that Jessie could apply in the support group to achieve effective communication and relationships
- 11 identify **one** key principle from psychodynamic theory that Jessie could apply in the support group to achieve effective communication and relationships
- 12 explain why it is important for Jessie to be able to communicate effectively with her manager in her supervision meeting

Assignment 106 **Communication and relationships to promote the well-being and mental health of older people**

Task B reflective account

What you should do

Produce a reflective account about how you have promoted communication and relationships in your practice with an older person or their carer or family member

What the account should cover

The reflective account should begin with a brief overview of the context of your practice with the person and an introduction to the person and their situation. You should then describe, explain and reflect on:

- 1 the factors that may have had an impact on communication and created barriers to communication with the person
- 2 how you have taken an active approach to promoting communication and a relationship with the person
- 3 how you have applied key communication skills in your practice with the person
- 4 the range of sources of specialist support for communication and relationships, what they offer and how any of these could be helpful in your practice with this person

Special points to keep in mind

In a reflective account you not only describe what you have done well but also what you think you could have done differently or better. Therefore you do not have to choose a situation where your practice was 'perfect' as long as you reflect on what you could have done differently and what you have learned from the experience.

Assignment 106 Communication and relationships to promote the well-being and mental health of older people

Marking criteria

Candidate name _____

Assessor name _____

Centre name _____

To pass the assignment, candidates are required to complete each task to the minimum standard indicated below.

Task	The candidate has:	Met / not met	Comments and Feedback
A1	Explained why it is important for any worker to be able to communicate directly and build a relationship with Mrs Cheung		
A2	Explained why it is important for any worker to be able to communicate and build a relationship with Mee-Ling or Chi-Wah		
A3	Suggested three reasons why it may not be appropriate to ask Mee-Ling to act as an interpreter for her mother-in-law		
A4	Identified five factors that may have had an impact on communication between Mrs Cheung and the GP and created barriers to effective communication		
A5	Identified and described key principles that Jessie could apply in trying to promote effective two-way communication with Mee-Ling		
A6	Identified and described three factors that may have an impact on communication between Jessie and Mee-Ling and create barriers to effective communication		
A7	Explained how Jessie could take an active approach to overcoming these barriers and promoting communication with Mee-Ling		
A8	Identified one key principle from transactional analysis that Jessie could apply in the support group to achieve effective communication and relationships		
A9	Identified one key principle from the person centred approach that Jessie could apply in the support group to achieve effective communication and relationships		

Task	The candidate has:	Met / not met	Comments and Feedback
A10	Identified one key principle from cognitive behavioural theory that Jessie could apply in the support group to achieve effective communication and relationships		
A11	Identified one key principle from psychodynamic theory that Jessie could apply in the support group to achieve effective communication and relationships		
A12	Explained why it is important for Jessie to be able to communicate effectively with her manager in her supervision meeting		
B	Produced a reflective account about how they have promoted communication and relationships in their practice with an older person or their carer or family member		
B	Given a brief overview of the context of their practice with the person and an introduction to the person and their situation		
B1	Described the factors that may have had an impact on communication and created barriers to communication with the person		
B2	Explained how they have taken an active approach to promoting communication and a relationship with the person		
B3	Described how they have applied key communication skills in their practice with the person		
B4	Described the range of sources of specialist support for communication and relationships, what they offer and how any of these could be helpful in their practice with this person		

Assignment passed? Yes / No

Assessor signature _____

Date _____

Candidate assessment record

Assignment feedback and result sheet

Unit number and title		Assignment 106 Communication and relationships to promote the well-being and mental health of older people	
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 107 Working with carers, families and significant others to promote the well-being and mental health of older people

Assignment overview

Tasks

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

- A project
- B reflective account

Assignment coverage

Task	Task name	Learning outcomes covered
A	project	Learning outcome 1 1.1 1.2 a-j 1.3 Learning outcome 2 2.1 a-f 2.2 a-f 2.3 2.4 Learning outcome 3 3.1 3.2
B	reflective account	Learning outcome 3 3.2 3.3 a-d 3.4

Assignment 107 Working with carers, families and significant others to promote the well-being and mental health of older people project

Task A

The importance of relationships and the needs of carers, families and significant others

In this project, you are required to investigate information about the importance of relationships for well-being and mental health and the needs of the carers, families and significant others in relation to older people.

You are also required to draw out useful ideas from your investigation about practical ways of addressing the needs of carers.

How to prepare and carry out the project

You must use **four** sources of information for your investigation:

Paper-based or electronic information about the first hand experiences of older people

Paper-based or electronic information about the first hand experiences of carers, families or significant others who are caring for or supporting older people

A carers organisation

Talking with one or more people

You are required to produce the results of your investigation and this must identify your sources. You must cover the points listed below.

What the project should cover

Your investigation must include the following information:

- 1 the benefits for older people that can come from personal relationships
- 2 at least **ten** factors that can impact on older peoples' personal relationships and how these may influence well-being and mental health
- 3 the impact of a significant change in or a loss of a relationship
- 4 the positive and negative impact of taking on the role of informal carer
- 5 the needs of informal carers, family members and significant others
- 6 the rights of carers under law and policy in your own country
- 7 **three** examples of how carers needs or wants may differ from what is offered by services and the reasons why this may occur
- 8 the importance of supporting and working with carers, families and significant others
- 9 at least three practical ways in which services may address the needs of carers

Assignment 107 Working with carers, families and significant others to promote the well-being and mental health of older people

Task B reflective account

What you should do

Produce a reflective account about how you have supported relationships between older people, carers, families and significant others during transitions and life stages.

What the account should cover

The reflective account should begin with a brief overview of the context of your practice with the people involved and an introduction to the people and their situations. You should then describe, explain and reflect on how you have supported the relationships during at least **one** of the following transitions and/or life stages:

Changing needs
Changing environment
Significant life events
Palliative care or end of life

You should cover the points listed below:

- 1 the needs of the people involved
- 2 the ways in which you addressed any of these needs
- 3 the way in which you supported the relationships

Special points to keep in mind

In a reflective account you not only describe what you have done well but also what you think you could have done differently or better. Therefore you do not have to choose a situation where your practice was 'perfect' as long as you reflect on what you could have done differently and what you have learned from the experience.

Assignment 107 Working with carers, families and significant others to promote the well-being and mental health of older people

Marking criteria

Candidate name _____

Assessor name _____

Centre name _____

To pass the assignment, candidates are required to complete each task to the minimum standard indicated below.

Task	The candidate has:	Met / not met	Comments and Feedback
A	Produced the results of their investigation and used four sources of information Paper-based or electronic information about the first hand experiences of older people Paper-based or electronic information about the first hand experiences of carers, families or significant others in relation to older people A carers organisation Talking with one or more people		
A1	Described the benefits for older people that can come from personal relationships		
A2	Identified at least ten factors that can impact on older peoples' personal relationships and how these may influence well-being and mental health		
A3	Described the impact of a significant change in or a loss of a relationship		
A4	Described the positive and negative impact of taking on the role of informal carer		
A5	Identified the needs of informal carers, family members and significant others		
A6	Stated the rights of carers under law and policy in your own country		
A7	Described three examples of how carers needs or wants may differ from what is offered by services and identified the reasons why this may occur		
A8	Explained the importance of supporting and working with carers, families and significant others		
A9	Identified at least three practical ways in which services may address the needs of carers		

Task	The candidate has:	Met / not met	Comments and Feedback
B	Produced a reflective account that describes, explains and reflects on how they have supported the relationships during at least one of the following transitions and/or life stages: Changing needs Changing environment Significant life events Palliative care or end of life		
B1	Identified the needs of the people involved		
B2	Described the ways in which they addressed any of these needs		
B3	Described the way in which they supported the relationships		

Assignment passed? Yes / No

Assessor signature _____

Date _____

Candidate assessment record

Assignment feedback and result sheet

Unit number and title	Assignment 107 Working with carers, families and significant others to promote the well-being and mental health of older people		
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 108 Supporting participation in meaningful activity and engagement with life to promote the well-being and mental health of older people

Assignment overview

Tasks

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

- A short answer questions
- B reflective account

Assignment coverage

Task	Task name	Learning outcomes covered
A	short answer questions	Learning outcome 1 1.1 1.2 a-g 1.3 1.4 a-c Learning outcome 2 2.1 a-l 2.2 a-d Learning outcome 3 3.2 3.3 3.4
B	reflective account	Learning outcome 1 1.4 a-c Learning outcome 3 3.1 a-h 3.3 3.4 3.5

Assignment 108 Supporting participation in meaningful activity and engagement with life to promote the well-being and mental health of older people

Task A short answer questions

- 1 Describe **three** examples from your own experience of the positive contribution of older people to society

- 2 Identify and give examples from your own practice of the range of reasons why some older people may reduce their levels of activity and participation in old age

- 3 Describe **three** ways in which a lack of activity, participation and occupation may have a negative impact on the well-being and mental health of an older person

- 4 Describe **three** positive benefits to older people of activity, occupation and participation

- 5 Describe **three** positive benefits to society of older people continuing to participate

- 6 Describe the range of ways in which older people may continue to be active and participate in society

- 7 Describe the range of ways in which older people may continue to be active and participate within the area of your own practice

- 8 Explain the importance of a person centred approach to promoting participation and engagement within the area of your own practice

- 9 Give **three** examples of the harm that can come from poorly planned and run activities

- 10 Explain **three** benefits and **three** limitations of running activities in groups

- 11 Explain **three** benefits and **three** limitations of one-to-one work in promoting activity

Assignment 108 Supporting participation in meaningful activity and engagement with life to promote the well-being and mental health of older people

Task B reflective account

What you should do

Produce a reflective account about an example from your practice of how you promoted activity, participation and engagement with an older person **or** a group of older people. The example could be a one-off activity or activity that took place over a period of time.

What the account should cover

The reflective account should begin with a brief overview of the context of your practice with the person or people involved. You should then describe, explain and reflect on how you promoted activity, participation and engagement ensuring that you cover the following:

- 1 the nature of the activity
- 2 the potential positive benefits it was intended to bring
- 3 the reason for the activity being a one-to-one **or** a group activity
- 4 a description of what took place during the activity
- 5 how you applied key principles to underpin practice in promoting activity, participation and engagement
- 6 an evaluation of the success of the activity against the benefits it was intended to bring

Special points to keep in mind

In a reflective account you not only describe what you have done well but also what you think you could have done differently or better. Therefore you do not have to choose a situation where your practice was 'perfect' as long as you reflect on what you could have done differently and what you have learned from the experience.

Assignment 108 Supporting participation in meaningful activity and engagement with life to promote the well-being and mental health of older people

Marking criteria

Candidate name _____

Assessor name _____

Centre name _____

To pass the assignment, candidates are required to complete each task to the minimum standard indicated below.

Task	The candidate has:	Met / not met	Comments and Feedback
A1	Described three examples from their own experience of the positive contribution of older people to society		
A2	Identified and given examples from their own practice of the range of reasons why some older people may reduce their levels of activity and participation in old age		
A3	Described three ways in which a lack of activity, participation and occupation may have a negative impact on the well-being and mental health of an older person		
A4	Described three positive benefits to older people of activity, occupation and participation		
A5	Described three positive benefits to society of older people continuing to participate		
A6	Described the range of ways in which older people may continue to be active and participate in society		
A7	Described the range of ways in which older people may continue to be active and participate within the area of their own practice		
A8	Explained the importance of a person centred approach to promoting participation and engagement within the area of their own practice		
A9	Given three examples of the harm that can come from poorly planned and run activities		
A10	Explained three benefits and three limitations of running activities in groups		
A11	Explained three benefits and three limitations of one-to-one work in promoting activity		

Task	The candidate has:	Met / not met	Comments and Feedback
B	Produced a reflective account about an example from their practice of how they promoted activity, participation and engagement with an older person or a group of older people.		
B	Given a brief overview of the context of their practice with the person or people involved		
B1	Described the nature of the activity		
B2	Explained the potential positive benefits it was intended to bring		
B3	Identified the reason for the activity being a one-to-one or a group activity		
B4	Described what took place during the activity		
B5	Explained how they applied key principles to underpin practice in promoting activity, participation and engagement		
B6	Evaluated the success of the activity against the benefits it was intended to bring		

Assignment passed? Yes / No

Assessor signature _____

Date _____

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 109 Supporting older people with dementia

Assignment overview

Tasks

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

A short answer questions

B reflective account

Assignment coverage

Task	Task name	Learning outcomes covered
A	short answer questions	Learning outcome 1 1.1 1.2 a-g 1.3 1.4 1.5 a-g 1.6 a-c Learning outcome 2 2.1 2.2 2.3 2.5
B	reflective account	Learning outcome 2 2.4 2.6 2.7 a-g Learning outcome 3 3.1 3.2 a-b 3.3 a-h 3.4 a-b 3.5

Assignment 109 Supporting older people with dementia

Task A short answer questions

- 1 Explain the meaning of the term 'dementia'

- 2 Explain how dementia is different from the effects of ageing and from feelings and behaviours due to other causes

- 3 Identify and give **two** key facts about each of the main forms of dementia

- 4 Describe the effects of dementia on the person

- 5 Describe the impact of dementia on those around the person

- 6 Suggest **one** way in which a person's experience of dementia may be influenced by their generation or age

- 7 Suggest **one** way in which a person's experience of dementia may be influenced by their culture and ethnicity

- 8 Suggest **one** way in which a person's experience of dementia may be influenced by their social class

- 9 Suggest **one** way in which a person's experience of dementia may be influenced by their gender

- 10 Suggest **one** way in which a person's experience of dementia may be influenced by their sexual orientation

- 11 Suggest **one** way in which a person's experience of dementia may be influenced by their abilities

- 12 Suggest **one** way in which a person's experience of dementia may be influenced by their life opportunities

- 13 Identify **one** way in which a diagnosis of dementia may impact on the person's access to health care

- 14 Identify **one** way in which a diagnosis of dementia may impact on the person's access to social care

- 15 Identify **one** way in which a diagnosis of dementia may impact on the person's access to palliative and hospice care
- 16 Explain the limitations of a purely medical model of dementia
- 17 Identify **one** benefit, **one** limitation and **one** problem associated with drug treatments for people with dementia
- 18 Explain how social models may help us understand dementia and how to help the person
- 19 Explain how psychological models may help us understand dementia and how to help the person
- 20 Describe **three** ways in which early-intervention approaches can benefit a person with dementia and their significant others

Assignment 109 Supporting older people with dementia

Task B reflective account

What you should do

Produce a reflective account about an example from your practice of how you have supported a person with dementia and promoted their well-being.

What the account should cover

The reflective account should begin with a brief overview of the context of your practice with the person and an introduction to their situation. You should then describe, explain and reflect on how you promoted their well-being. You must ensure you cover the following:

- 1 why it is important to provide a positive, supportive environment for a person with dementia
- 2 examples of signs of well-being and ill being in the person
- 3 ways in which you have promoted well-being through a person centred approach
- 4 ways in which poor communication with the person could impact on their well-being
- 5 how the person communicates their views, needs and wishes both verbally and non-verbally
- 6 how you have applied key principles and skills in communicating and relating to the person
- 7 how you have used active approaches to enabling the person to communicate their views and wishes
- 8 the role of advocacy and how an advocate has been involved or could be involved in promoting the person's rights
- 9 how you have used **one** positive strategy to respond to this or another person's behaviour that is difficult to cope with

Special points to keep in mind

In a reflective account you not only describe what you have done well but also what you think you could have done differently or better. Therefore you do not have to choose a situation where your practice was 'perfect' as long as you reflect on what you could have done differently and what you have learned from the experience.

Assignment 109 Supporting older people with dementia

Marking criteria

Candidate name _____

Assessor name _____

Centre name _____

To pass the assignment, candidates are required to complete each task to the minimum standard indicated below.

Task	The candidate has:	Met / not met	Comments and Feedback
A1	Explained the meaning of the term 'dementia'		
A2	Explained how dementia is different from the effects of ageing and feelings and behaviours due to other causes		
A3	Identified and given two key facts about each of the main forms of dementia		
A4	Described the effects of dementia on the person		
A5	Described the impact of dementia on those around the person		
A6	Suggested one way in which a person's experience of dementia may be influenced by their generation or age		
A7	Suggested one way in which a person's experience of dementia may be influenced by their culture and ethnicity		
A8	Suggested one way in which a person's experience of dementia may be influenced by their social class		
A9	Suggested one way in which a person's experience of dementia may be influenced by their gender		
A10	Suggested one way in which a person's experience of dementia may be influenced by their sexual orientation		
A11	Suggested one way in which a person's experience of dementia may be influenced by their abilities		
A12	Suggested one way in which a person's experience of dementia may be influenced by their life opportunities		
A13	Identified one way in which a diagnosis of dementia may impact on the person's access to health care		
A14	Identified one way in which a diagnosis of dementia may impact on the person's access to social care		

Task	The candidate has:	Met / not met	Comments and Feedback
A15	Identified one way in which a diagnosis of dementia may impact on the person's access to palliative and hospice care		
A16	Explained the limitations of a purely medical model of dementia		
A17	Identified one benefit, one limitation and one problem associated with drug treatments for people with dementia		
A18	Explained how social models may help us understand dementia and how to help the person		
A19	Explained how psychological models may help us understand dementia and how to help the person		
A20	Described three ways in which early-intervention approaches can benefit a person with dementia and their significant others		
B	Produced a reflective account about an example from their practice of how they have supported a person with dementia and promoted their well-being.		
B	Given a brief overview of the context of their practice with the person and an introduction to the person's situation.		
B1	Explained why it is important to provide a positive, supportive environment for a person with dementia		
B2	Described examples of signs of well-being and ill being in the person		
B3	Described ways in which they have promoted well-being through a person centred approach		
B4	Identified ways in which poor communication with the person could impact on their well-being		
B5	Described how the person communicates their views, needs and wishes both verbally and non-verbally		
B6	Described how they have applied key principles and skills in communicating and relating to the person		
B7	Described how they have used active approaches to enabling the person to communicate their views and wishes		
B8	Explained the role of advocacy and how an advocate has been involved or could be involved in promoting the person's rights		
B9	Described how they have used one positive strategy to respond to this or another person's behaviour that is difficult to cope with		

Assignment passed? Yes / No

Assessor signature _____

Date _____

Candidate assessment record

Assignment feedback and result sheet

Unit number and title		Assignment 109	Supporting older people with dementia
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 110 Supporting older people with depression and anxiety

Assignment overview

Tasks

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

- A scenario
- B reflective account

Assignment coverage

Task	Task name	Learning outcomes covered
A	scenario	Learning outcome 1 1.1 1.2 1.3 1.7 a-g Learning outcome 2 2.1 a-c 2.2 a-k
B	reflective account	Learning outcome 1 1.4 1.5 1.6 Learning outcome 3 3.1 3.2 a-d 3.3 a-f 3.4

Assignment 110 Supporting older people with depression and anxiety

Task A scenario

Read the scenario and answer the questions that follow

Robin West

Robin West is a 92 year-old man who lives with his 90-year-old wife, Flora. They have two nephews who visit occasionally and many friends all over the world who telephone regularly. Robin is a journalist and an author of several books on jazz music. He has been married to Flora for 72 years and they are extremely supportive of each other – when one is feeling down the other usually comes to the fore. However for the last few years Robin has experienced increasing disability due to health problems and has become heavily reliant on Flora to help him with caring for himself and running their home.

Robin's health problems have impacted on his life in two key ways: he has pains in his hands and finds it difficult to write and he rarely goes out of the house, spending most of his time with Flora in their warmest room at the back of the house. The increase in their time together is difficult for them both as they are used to having separate routines and just meeting up at set points during the day. Robin used to go out to a local café everyday where he would read the newspapers and write letters.

A few months ago a nephew, David, came to visit and he was shocked to see how Robin had changed. He was hunched in his chair under a blanket even though it was a warm day outside. When they were talking Robin became tearful and kept saying over and over that 'it's poor Flora I worry about'. Robin also said he could 'see no point in life'.

David spoke to Flora on her own and she said that Robin had been very unkind to her and had shouted abuse at her. She said that she was exhausted, as he would wake her up several times in the night. Flora also said that she was worried that Robin had lost his appetite and was losing a lot of weight.

Questions

- 1 Describe the main signs of depression and suggest possible signs of depression in Robin.
- 2 Describe the main signs of anxiety and suggest possible signs of anxiety in Robin.
- 3 Explain why, although Robin has been in regular contact with health services, his signs of depression and/or anxiety have not been detected and treated.
- 4 Identify the range of bio-psycho-social factors that can influence depression and anxiety in older people and identify which of these factors may be relevant to Robin
- 5 Suggest **one** way in which Robin's experience of depression/anxiety may be influenced by his generation or age
- 6 Suggest **one** way in which Robin's experience of depression/anxiety may be influenced by his culture and ethnicity
- 7 Suggest **one** way in which Robin's experience of depression/anxiety may be influenced by his social class
- 8 Suggest **one** way in which Robin's experience of depression/anxiety may be influenced by his gender

- 9 Suggest **one** way in which Robin's experience of depression/anxiety may be influenced by his sexual orientation
- 10 Suggest **one** way in which Robin's experience of depression/anxiety may be influenced by his ability
- 11 Suggest **one** way in which Robin's experience of depression/anxiety may be influenced by his life opportunities

Robin a few months on

Flora persuades their GP to visit Robin at home. The GP asks Robin several questions and checks his weight. He says he thinks that Robin is depressed and prescribes him antidepressants.

On his way out he says to Flora that she must try and build him up and persuade him to eat. He says that if the situation doesn't improve he may refer him to the mental health team and mentions that there is another treatment called ECT that could be used as a last resort.

Flora is shocked by this conversation but does not ask any more questions.

Questions

- 12 Identify the benefits, limitations and problems associated with drug treatments for depression
- 13 Identify the benefits, limitations and problems associated with drug treatments for anxiety
- 14 Identify the benefits, limitations and problems associated with electro-convulsive therapy (ECT)
- 15 Identify the benefits, limitations and problems associated with psychotherapy and counselling as treatments for depression and/or anxiety
- 16 Describe **seven** other approaches that can be used with older people with depression and anxiety
- 17 Identify which of these approaches could be appropriate to Robin in his situation

Assignment 110 Supporting older people with depression and anxiety

Task B reflective account

What you should do

Produce a reflective account about an example from your practice of how you have communicated with and related effectively to a person with depression and/or anxiety.

What the account should cover

The reflective account should begin with a brief overview of the context of your practice with the person and an introduction to their situation. You should then describe, explain and reflect on how you communicated with and related to the person. You must ensure you cover the following:

- 1 how depression and/or anxiety have affected the person
- 2 the impact of the person's depression and/or anxiety on those around the person
- 3 the importance of a positive, supportive environment for this person experiencing depression and/or anxiety
- 4 how you have applied key principles in communicating with and relating to this person with depression and/or anxiety
- 5 the positive strategies that you have or could use to respond to the person if he or she is angry or distressed or behaving in ways that are difficult to cope with
- 6 an evaluation of how effectively you have communicated with and related to the person

Special points to keep in mind

In a reflective account you not only describe what you have done well but also what you think you could have done differently or better. Therefore you do not have to choose a situation where your practice was 'perfect' as long as you reflect on what you could have done differently and what you have learned from the experience.

Assignment 110 Supporting older people with depression and anxiety

Marking criteria

Candidate name _____

Assessor name _____

Centre name _____

To pass the assignment, candidates are required to complete each task to the minimum standard indicated below.

Task	The candidate has:	Met / not met	Comments and Feedback
A1	Described the main signs of depression and suggested possible signs of depression in Robin		
A2	Described the main signs of anxiety and suggested possible signs of anxiety in Robin.		
A3	Explained why, although Robin has been in regular contact with health services, his signs of depression and/or anxiety have not been detected and treated.		
A4	Identified the range of bio-psycho-social factors that can influence depression and anxiety in older people and identified which of these factors may be relevant to Robin		
A5	Suggested one way in which Robin's experience of depression/anxiety may be influenced by his generation or age		
A6	Suggested one way in which Robin's experience of depression/anxiety may be influenced by his culture and ethnicity		
A7	Suggested one way in which Robin's experience of depression/anxiety may be influenced by his social class		
A8	Suggested one way in which Robin's experience of depression/anxiety may be influenced by his gender		
A9	Suggested one way in which Robin's experience of depression/anxiety may be influenced by his sexual orientation		
A10	Suggested one way in which Robin's experience of depression/anxiety may be influenced by his ability		
A11	Suggested one way in which Robin's experience of depression/anxiety may be influenced by his life opportunities		
A12	Identified the benefits, limitations and problems associated with drug treatments for depression		

Task	The candidate has:	Met / not met	Comments and Feedback
A13	Identified the benefits, limitations and problems associated with drug treatments for anxiety		
A14	Identified the benefits, limitations and problems associated with electro-convulsive therapy (ECT)		
A15	Identified the benefits, limitations and problems associated with psychotherapy and counselling as treatments for depression and/or anxiety		
A16	Described seven other approaches that can be used with older people with depression and anxiety		
A17	Identified which of these approaches could be appropriate to Robin in his situation		
B	Produced a reflective account about an example from their practice of how they have communicated with and related effectively to a person with depression and/or anxiety		
B	Given a brief overview of the context of their practice with the person and an introduction to the person's situation		
B1	Described how depression and/or anxiety have affected the person		
B2	Described the impact of the person's depression and/or anxiety on those around the person		
B3	Explained the importance of a positive, supportive environment for this person experiencing depression and/or anxiety		
B4	Explained how they have applied key principles in communicating with and relating to the person with depression and/or anxiety		
B5	Described the positive strategies that you have or could use to respond to the person if he or she is angry or distressed or behaving in ways that are difficult to cope with		
B6	Evaluated the effectiveness of their communication with and relating to the person		

Assignment passed? Yes / No

Assessor signature _____

Date _____

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 111 Assessment, care & support planning and risk management to promote the well-being and mental health of older people

Assignment overview

Tasks

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

- A short answer questions
- B reflective account

Assignment coverage

Task	Task name	Learning outcomes covered
A	short answer questions	Learning outcome 1 1.1 1.2 1.3 a-l Learning outcome 2 2.1 a-d 2.2 a-d 2.5 2.6 2.7 Learning outcome 3 3.1 3.2 3.3 a-e 3.5 a-k 3.6
B	reflective account	Learning outcome 1 1.4 Learning outcome 2 2.3 2.4 Learning outcome 3 3.4

Assignment 111 **Assessment, care & support planning and risk management to promote the well-being and mental health of older people**

Task A short answer questions

- 1 Explain the importance of effective care & support planning in promoting the well-being and mental health of older people
- 2 Explain the importance of keeping accurate records of the care and support planning process
- 3 Describe the principles and values that underpin effective care & support planning
- 4 Describe the purpose of the first stage of care & support planning – assessment of need – and describe the activities associated with this stage
- 5 Describe the purpose of the second stage of care & support planning – planning goals – and describe the activities associated with this stage
- 6 Describe the purpose of the third stage of care & support planning – monitoring progress – and describe the activities associated with this stage
- 7 Describe the purpose of the fourth stage of care & support planning – evaluation and review – and describe the activities associated with this stage
- 8 Describe **three** appropriate ways of enabling carers and family members to participate in the care and support planning process
- 9 Describe the roles and contribution of **six** different types of people who may be involved in the care & support planning process
- 10 Explain how to keep effective, accurate, acceptable and concise records of the care & support planning process
- 11 Explain the purpose of risk management systems in providing care & support to older people
- 12 Explain the importance of positive risk taking with older people
- 13 Explain why it is important to consider a range of risk situations and identify **five** risk situations that should be considered

- 14 Describe the principles and values that should underpin effective risk management in providing care & support to older people
- 15 Explain the role and contribution of front line practitioners in risk management

Assignment 111 **Assessment, care & support planning and risk management to promote the well-being and mental health of older people**

Task B reflective account

What you should do

Produce a reflective account about a situation from your practice in which you have been involved in care & support planning and risk management to promote the well-being and mental health of an older person.

What the account should cover

The reflective account should begin with a brief overview of the context, your role in the situation and an introduction to the person and their situation. You should then describe, explain and reflect on the process of care & support planning and risk management with the person. You must ensure you cover the following:

- 1 how the four stages of care & support planning were carried out and who was involved in each stage
- 2 the needs of the person that were identified during the assessment stage
- 3 how well the principles and values of care & support planning and risk management were applied during the process
- 4 **three** barriers that could prevent the person taking a full and active part in the care & support planning process
- 5 **three** ways to overcome the barriers that could prevent the person taking a full and active part in the care & support planning process
- 6 how key principles of mental capacity, consent, decision-making and safeguarding adults were incorporated into the care & support planning and risk management process
- 7 how effective the care & support planning and risk management process has been in meeting the person's needs

Special points to keep in mind

In a reflective account you not only describe what you have done well but also what you think you could have done differently or better. Therefore you do not have to choose a situation where your practice was 'perfect' as long as you reflect on what you could have done differently and what you have learned from the experience.

In this reflective account you may have only been involved in part of the process. You can still complete the task but you must explain what *you* did and what was done by others. You can cover the points listed by reflecting on what was done by others.

Assignment 111 Assessment, care & support planning and risk management to promote the well-being and mental health of older people

Marking criteria

Candidate name _____

Assessor name _____

Centre name _____

To pass the assignment, candidates are required to complete each task to the minimum standard indicated below.

Task	The candidate has:	Met / not met	Comments and Feedback
A1	Explained the importance of effective care & support planning in promoting the well-being and mental health of older people		
A2	Explained the importance of keeping accurate records of the care and support planning process		
A3	Described the principles and values that underpin effective care & support planning		
A4	Described the purpose of the first stage of care & support planning – assessment of need – and described the activities associated with this stage		
A5	Described the purpose of the second stage of care & support planning – planning goals – and described the activities associated with this stage		
A6	Described the purpose of the third stage of care & support planning – monitoring progress – and described the activities associated with this stage		
A7	Described the purpose of the fourth stage of care & support planning – evaluation and review – and described the activities associated with this stage		
A8	Described three appropriate ways of enabling carers and family members to participate in the care and support planning process		
A9	Described the roles and contribution of six different types of people who may be involved in the care & support planning process		
A10	Explained how to keep effective, accurate, acceptable and concise records of the care & support planning process		
A11	Explained the purpose of risk management systems in providing care & support to older people		

Task	The candidate has:	Met / not met	Comments and Feedback
A12	Explained the importance of positive risk taking with older people		
A13	Explained why it is important to consider a range of risk situations and identified five risk situations that should be considered		
A14	Described the principles and values that should underpin effective risk management in providing care & support to older people		
A15	Explained the role and contribution of front line practitioners in risk management		
B	Produced a reflective account about a situation from their practice in which they have been involved in care & support planning and risk management to promote the well-being and mental health of an older person.		
B	Given a brief overview of the context of their role in the situation and an introduction to the person and their situation		
B1	Described how the four stages of care & support planning were carried out and who was involved in each stage		
B2	Described the needs of the person that were identified during the assessment stage		
B3	Explained how well the principles and values of care & support planning and risk management were applied during the process		
B4	Identified three barriers that could prevent the person taking a full and active part in the care & support planning process		
B5	Identified three ways to overcome the barriers that could prevent the person taking a full and active part in the care & support planning process		
B6	Explained how key principles of mental capacity, consent, decision making and safeguarding adults were incorporated into the care & support planning and risk management process		
B7	Explained the effectiveness of the care & support planning and risk management process in meeting the person's needs		

Assignment passed? Yes / No

Assessor signature _____

Date _____

Candidate assessment record

Assignment feedback and result sheet

Unit number and title		Assignment 111 Assessment, care & support planning and risk management to promote the well-being and mental health of older people	
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

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