

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

## Qualification handbook

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)**

**Qualification handbook**



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[www.cityandguilds.com](http://www.cityandguilds.com)  
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This document contains the information that centres need to offer the following qualifications:

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

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

**QCA accreditation number**                                      **500/3982/9**

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

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

**QCA accreditation number**                                      **500/3962/3**

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This document includes details and guidance on:

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

## 2 About the qualifications

### 2.1 Accreditation details

#### Qualifications and Credit Framework (QCF)

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

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

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

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

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

For further information about the QCF, CQFW and the SCQF, please refer to the websites for each country listed at Appendix 1.

## 2 About the qualifications

### 2.2 Aim of the qualifications

These qualifications have been developed in order to equip and qualify mental health workers who work specifically with older people.

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

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

City & Guilds developed these qualifications in conjunction with Age Concern.

#### **Aim of the qualifications**

These vocationally related qualifications have been designed by City & Guilds in order to:

- meet the needs of candidates who work or want to work as mental health workers with older people
- allow candidates to learn, develop and practise the skills required for employment and/or career progression in the mental health sector
- contribute to the knowledge and understanding towards the related Level 3 N/SVQs in Health and Social Care, whilst containing additional skills and knowledge which go beyond the scope of the NOS. See the N/SVQ Relationship mapping in Appendix 1 for further details.
- contribute to skills and knowledge towards key and core skills whilst also providing additional skills and knowledge. See the signposting in Appendix 2 for further details.

#### **Philosophy and principles behind the qualifications**

The approach taken in this qualification has been to

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

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

### **Principles and values**

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

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

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

## **2 About the qualifications**

### **2.3 Value statement**

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

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

## 2 About the qualifications

### 2.4 Rules of combination

City & Guilds is offering two qualifications at level 3: a Certificate in promoting the mental health and well-being of older people (3062-03), and an Introductory Award in promoting the mental health and well-being of older people (3062-13). This section provides information about the structure of the qualifications and unit combinations required for the qualifications.

#### Full qualifications

The Certificate in promoting the mental health and well-being of older people will be awarded to candidates on successful completion of eight units as shown in the table below. Candidates are required to complete the six mandatory units, plus a further two optional units.

<b>QCA unit reference</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Guided learning hours</b>	<b>Credit value</b>	<b>Mandatory or optional within 3062-03</b>
T/501/5971	3062-101	The principles and values that underpin the promotion of well-being and mental health with older people	22	3	Mandatory
A/501/5972	3062-102	Well-being, mental health and older people	22	3	Mandatory
J/501/5974	3062-103	Promoting well-being and mental health with older people	21	3	Mandatory
R/501/5976	3062-104	Mental health problems and the main interventions and approaches that are used with older people	20	3	Mandatory
F/501/5987	3062-105	The legal, policy and service framework in relation to promoting well-being and mental health with older people	33	4	Mandatory
J/501/5988	3062-106	Communication and relationships to promote the well-being and mental health of older people	14	3	Mandatory
L/501/5989	3062-107	Working with carers, families and significant others to promote the well-being and mental health of older people	23	4	Optional
F/501/5990	3062-108	Supporting participation in meaningful activity and engagement with life to promote the well-being and mental health of older people	25	3	Optional

<b>QCA unit reference</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Guided learning hours</b>	<b>Credit value</b>	<b>Mandatory or optional within 3062-03</b>
J/501/5991	3062-109	Supporting older people with dementia	27	4	Optional
L/501/5992	3062-110	Supporting older people with depression and anxiety	27	4	Optional
R/501/5993	3062-111	Assessment, care & support planning and risk management to promote the well-being and mental health of older people	30	4	Optional

The Introductory Award in promoting the mental health and well-being of older people, 3062-13, is a smaller level three qualification of four units (units 3062-101 and 102, plus two optional from units 103 to 111). This allows candidates to access a 'bite-sized' qualification which still gives them the option of achieving the full Certificate at a later date.

<b>QCA unit reference</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Guided learning hours</b>	<b>Credit value</b>	<b>Mandatory or optional within 3062-13</b>
T/501/5971	3062-101	The principles and values that underpin the promotion of well-being and mental health with older people	22	3	Mandatory
A/501/5972	3062-102	Well-being, mental health and older people	22	3	Mandatory
J/501/5974	3062-103	Promoting well-being and mental health with older people	21	3	Optional
R/501/5976	3062-104	Mental health problems and the main interventions and approaches that are used with older people	20	3	Optional
F/501/5987	3062-105	The legal, policy and service framework in relation to promoting well-being and mental health with older people	33	4	Optional
J/501/5988	3062-106	Communication and relationships to promote the well-being and mental health of older people	14	3	Optional
L/501/5989	3062-107	Working with carers, families and significant others to promote the well-being and mental health of older people	23	4	Optional

QCA unit reference	City & Guilds unit number	Unit title	Guided learning hours	Credit value	Mandatory or optional within 3062-13
F/501/5990	3062-108	Supporting participation in meaningful activity and engagement with life to promote the well-being and mental health of older people	25	3	Optional
J/501/5991	3062-109	Supporting older people with dementia	27	4	Optional
L/501/5992	3062-110	Supporting older people with depression and anxiety	27	4	Optional
R/501/5993	3062-111	Assessment, care & support planning and risk management to promote the well-being and mental health of older people	30	4	Optional

### The unit route and certificates of unit credit

Candidates that wish only to do a few units or even a single unit can register on to the unit route, 3062-93. Regardless of the route the candidate registers on to, certificates of unit credit (CUCs) will be issued to candidates for each successfully completed unit, even if the full qualification is not attempted.

Candidates who do complete a full qualification will receive, in addition to their full certificate, a CUC for each unit achieved.

## 2 About the qualifications

### 2.5 Relevant sources of information and assistance

#### Related publications

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

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

City & Guilds also provides the following documents specifically for these qualifications:

Publication	Available from
Community & Society Guidance updates	<a href="http://www.cityandguilds.com/communityandsocietyqi">www.cityandguilds.com/communityandsocietyqi</a>
FAQs customised for these qualifications	<a href="http://www.cityandguilds.com/healthandsocialcare">www.cityandguilds.com/healthandsocialcare</a>
Fast-track approval forms	<a href="http://www.cityandguilds.com/healthandsocialcare">www.cityandguilds.com/healthandsocialcare</a>
Centre guide to assignments CD ROM	Publications sales (CD-03-3062)
Candidate guide to assignments	Automatically sent out to candidates on registration. It is also available on City & Guilds website <a href="http://www.cityandguilds.com/healthandsocialcare">www.cityandguilds.com/healthandsocialcare</a>

#### Other essential City & Guilds documents

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

- **Providing City & Guilds qualifications – a guide to centre and qualification approval** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification.
- **Ensuring quality** contains updates on City & Guilds assessment and policy issues.

- **Centre toolkit**  
contains additional information on *Providing City & Guilds qualifications*, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates. The *Centre Toolkit* is sent to centres when they receive approved centre status. It is also available to order at an additional cost.
- **Online catalogue**  
contains details of general regulations, registration and certification procedures and fees. This information is also available online.

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

## City & Guilds websites

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

## Contacting City & Guilds by e-mail

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

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

## 3 Candidate entry and progression

### Candidate entry requirements

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

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

Please see section 5 of this document, Course design and delivery, which offers guidance on initial assessment.

### Age restrictions

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

### Candidate work placement requirements

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

### Progression

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

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

- Level 3 N/SVQ in Health & Social Care
- Level 4 N/SVQ in Health & Social Care.
- Degree in Social Work
- Nurse training

## 4 Centre requirements

### 4.1 Obtaining centre and qualification approval

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

Centres must meet a set of quality criteria including:

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

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

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

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

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

#### Fast track approval

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

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

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

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

## 4 Centre requirements

### 4.2 Resource requirements

#### Human resources

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

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

#### Staff delivering the qualifications

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

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

#### Trainer / tutors must

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

#### Assessors/internal verifiers

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

Assessors must:

- be occupationally knowledgeable in eg mental health. This knowledge must be at least to the same level as the qualification they are assessing.
- have a sufficient range and quality of occupational experience, at or above the level being assessed, to ensure the credibility of their assessment judgements
- have direct or related experience in assessment
- have experience in using externally set criteria to mark assignments/assess outcome achievement.
- understand and support any codes of practice applicable to this occupational area
- have a sound understanding of the National Occupational Standards for eg mental health
- be prepared to participate in assessment standardisation activities.

Internal verifiers must:

- be occupationally knowledgeable in eg mental health. Their knowledge must be at least to the same level as the qualification being verified.
- have a sound understanding of the National Occupational Standards for eg mental health.
- have experience of using quality assurance systems as applied to qualifications
- organise and /or participate in standardisation activities.

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

### **Continuing professional development (CPD)**

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

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

### **Candidate work placements**

Candidates are expected to have access to a work environment, working with individuals with mental health problems, in order to complete this qualification.

## 4 Centre requirements

### 4.3 Administration, registration and certification

#### QCF Technical Requirements

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

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

#### City & Guilds Administration

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

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

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

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

#### Retaining assessment records

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

#### Notification of results

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

#### Certificate of unit credit (CUC)

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

#### Full certificates

Full certificates are only issued to candidates who have met the full requirements of the qualifications, as described in section 2.4 Rules of combination.

## 4 Centre requirements

### 4.4 Quality assurance

#### Internal quality assurance

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

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

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

- City & Guilds assignments, marked by the centre according to externally set marking criteria
- internal (centre) quality assurance
- City & Guilds external verification.

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

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

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

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

## **External quality assurance**

External quality assurance for the qualifications will be provided by City & Guilds external verification process.

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

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

City & Guilds External Verifiers use electronically scannable report forms designed to provide an objective risk analysis of individual centre assessment and verification practice.

### **External verifiers:**

The role of the external verifier is to:

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

## 5 Course design and delivery

### Recommended delivery strategies

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

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

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

### Relationship to other qualifications and the wider curriculum

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

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

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

### Data protection and confidentiality

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

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

## **Initial assessment and induction**

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

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications and is sometimes referred to as diagnostic testing.

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

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

## 6 Assessment

### 6.1 Summary of assessment requirements

For these qualifications, candidates will be required to complete the following assessments:

- **one** assignment for **each** mandatory unit
- **one** assignment for **each chosen** optional unit

#### Time constraints

The following time constraints must be applied to the assessment of these qualifications:

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

#### Grading and marking

Grading of assignments for these qualifications is pass or fail.

Detailed marking and grading criteria are provided in the Marking Criteria section of each assignment in the Assignment guide for centres.

This means that observations carried out by those who are not part of the individual's normal care regimes must only be undertaken with informed consent from individuals or their advocate. Equally any service users' records, presented as candidate evidence, must remain in their usual workplace. Under no circumstances should confidential service user records or photographs, whether anonymised or not, be put into candidates' portfolios of evidence. Further guidance on related issues can be found in the Guidance Updates for City & Guilds Community & Society centres.

#### Accreditation of prior learning and experience (APEL)

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

## 7 Units

### Availability of units

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

### Structure of units

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

- City & Guilds unit reference number
- title
- level
- credit value
- unit aim
- learning outcomes in detail
- statement of guided learning hours
- connections with NOS and other qualifications
- endorsement of unit
- Key/Core Skills mapping
- assessment and grading details.

### The units in this qualification are:

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

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

# Candidates' assessment record

## Unit number and title:

Candidate name

City & Guilds enrolment number

Assessor's name

Centre number

Date assignment submitted 1<sup>st</sup>

2<sup>nd</sup>

**Task**

**1<sup>st</sup> submission outcome**

**2<sup>nd</sup> submission outcome**

**Pass/refer**

**Pass/fail**

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**Assessor's comments to candidate/student**

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**Target date and action plan for resubmission (if applicable)**

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**Outcome of second submission**

Date of final assessment decision

Assessor's signature

Date

Candidate signature

Date

Internal verifier's signature

Date

## 7 Units

### Glossary of terms used in the units

The following key words and terms are used in the units.

Term	Definition
Mental health	Uses the World Health Organisation's definition of mental health as a 'state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community.'
Active ageing	'Active ageing is the process of optimising opportunities for health, participation and security in order to enhance quality of life as people age' <sup>1</sup> . The word 'active' refers to continuing participation by older people in social, economic, cultural, spiritual and civic affairs, not just the ability to be physically active and to participate in the labour market

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<sup>1</sup> WHO (2002) Active Ageing A Policy Framework

## Unit 101

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

**Level:** 3

**Credit value:** 3

### Unit aim

This unit aims to provide the learner with knowledge and understanding of the key principles and values that underpin the promotion of mental health and well-being with older people. It also aims to enable the learner to apply these in their practice.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

- Describe the social and political context of practice with older people
- Identify and apply key principles and values in practice with older people.

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full or part time basis.

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

This unit is linked to

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

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

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

- Communication
- Improving own learning and performance

### Assessment and grading

Assessment for this unit is by means of an externally set, internally marked assignment.

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

Outcome 1            Describe the social and political context of practice with older people

### **Assessment criteria**

The learner will be able to:

- 1.1 describe the contribution of older people to family life and to the economic, political and cultural life of society
- 1.2 describe key demographic changes that are relevant to current and future work with older people
- 1.3 describe how negative attitudes towards ageing and towards older people may result in discrimination
- 1.4 identify ways in which older people may be discriminated against:
  - a in society
  - b in service provision
- 1.5 identify ways in which older people can be described as a diverse group according to:
  - a generation and age
  - b culture and ethnicity
  - c social class
  - d gender
  - e sexual orientation
  - f ability
  - g life opportunities
- 1.6 identify how older peoples' experiences of discrimination may be influenced by:
  - a generation and age
  - b culture and ethnicity
  - c social class
  - d gender
  - e sexual orientation
  - f ability
  - g life opportunities

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

Outcome 2            Identify and apply key principles and values in practice with older people

### **Assessment criteria**

The learner will be able to:

- 2.1    explain why it is important to be guided by key principles and values in practice with older people
- 2.2    describe the key principles and values that underpin practice with older people
  - a      respect
  - b      equality
  - c      rights
  - d      choice, capacity and consent
  - e      privacy and confidentiality
  - f      person centred
  - g      holistic approach
  - h      positive risk taking
  - i      social inclusion
  - j      participation
- 2.3    describe the main sources of rights for older people:
  - a      moral rights
  - b      legal rights
  - c      policy based rights
  - d      professional ethics
- 2.4    explain the reasons why practitioners should be active in promoting the rights, respect and equality of older people
- 2.5    identify ways of promoting the rights, respect and equality of older people:
  - a      in society
  - b      within services
  - c      with individuals
- 2.6    actively challenge stereotypes, assumptions, discrimination and abuse in their own practice

**Level:** 3

**Credit value:** 3

### **Unit aims**

This unit aims to provide the learner with knowledge and understanding of well-being and mental health and of the factors that may influence these in older people.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will be able to:

- Describe what is meant by well-being and mental health
- Describe the factors that may influence the well-being and mental health of older people

### **Guided learning hours**

It is recommended that **22** hours should be allocated for this unit. This may be on a full or part time basis.

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

This unit is linked to

- Health and Social Care NOS
- Health and Mental Health NOS
- NHS Knowledge and Skills Framework
- Skills set for staff working with people with dementia (SVQ Level 3)

### **Endorsement of the unit by a sector or other appropriate body**

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

### **Key Skills**

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

- Communication

### **Assessment and grading**

Assessment for this unit is by means of an externally set, internally marked assignment.

## **Unit 102**

### Outcome 1

## **Well-being, mental health and older people**

Describe what is meant by wellbeing and mental health

### **Assessment criteria**

The learner will be able to:

- 1.1 describe different views on the meaning of the term 'mental health'
- 1.2 explain how mental health may be seen as linked to overall well-being
- 1.3 explain what is meant by a holistic approach to well-being and mental health
- 1.4 explain how the process of ageing involves a combination of physical, social and psychological factors
- 1.5 explain the concept of active ageing
- 1.6 explain how the well-being and mental health of older people is affected by the impact of discrimination.

## Unit 102

## Well-being, mental health and older people

### Outcome 2

Describe the factors that may influence the well-being and mental health of older people

#### Assessment criteria

The learner will be able to:

- 2.1 describe the range of biological and physical factors that can influence the well-being and mental health of older people
  - a nutrition
  - b physical health and ability
  - c sensory impairment
  - d physical activity
  - e substances
- 2.2 describe the range of social factors that can influence the well-being and mental health of older people
  - a attitudes and discrimination
  - b physical environment and housing
  - c financial and other resources
  - d social networks and inclusion
  - e access and transport
  - f safety and security
- 2.3 describe the range of psychological factors that can influence the well-being and mental health of older people
  - a early life experiences
  - b life events and stages
  - c life changes and loss
  - d relationships
  - e identity
  - f occupation, participation and contribution
  - g spirituality
  - h end of life
- 2.4 explain how bio-psycho-social factors can interact and impact on the well-being and mental health of older people.

## Unit 103

# Promoting well-being and mental health with older people

**Level:** 3

**Credit value:** 3

### Unit aims

This unit aims to provide learners with knowledge and understanding of the benefits of promoting well-being and mental health with older people. It also aims to enable learners to identify actions that they can take to promote well-being and mental health in their practice with older people.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

- Describe the benefits of giving attention to well-being and mental health in later life
- Identify actions that can promote the well-being and mental health of older people

### Guided learning hours

It is recommended that **21** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to

- Health and Social Care NOS
- Health and Mental Health NOS
- NHS Knowledge and Skills Framework
- Knowledge & Skills Set for Dementia, Social Care (Adults, England)
- Social Care Induction Framework (Wales)
- Skills set for staff working with people with dementia (SVQ Level 3)

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

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

- Communication
- Information Technology

### Assessment and grading

Assessment for this unit is by means of an externally set, internally marked assignment.



## **Unit 103                      Promoting well-being and mental health with older people**

Outcome 1                      Describe the benefits of giving attention to well-being and mental health in later life

### **Assessment criteria**

The learner will be able to:

- 1.1      explain how risk factors and protective factors influence an individual's level of resilience in relation to their own mental health
- 1.2      explain the importance of giving attention to the well-being and mental health of older people currently enjoying positive mental health as well as those with unrecognised mental health needs and those with a diagnosed mental disorder
- 1.3      describe the benefits of giving attention to well-being and mental health in later life
  - a            benefits to individuals
  - b            benefits to staff / practitioners and service providers
  - c            benefits to society

## Unit 103

# Promoting well-being and mental health with older people

## Outcome 2

Identify actions that can promote the well-being and mental health of older people

### Assessment criteria

The learner will be able to:

- 2.1 describe steps that individuals may take to maintain their own mental health and well-being throughout their lives
- 2.2 describe the key aspects of a strategy (either personal, or one that is local, national or international) to promote well-being and mental health with older people
- 2.3 identify the strengths and weaknesses of a strategy (either personal, or one that is local, national or international) to promote well-being and mental health with older people
- 2.4 identify steps that practitioners can take to promote well-being and mental health in their practice with older people:
  - a with individuals
  - b in groups

## Unit 104

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

**Level:** 3

**Credit value:** 3

### Unit aims

This unit aims to provide learners with knowledge and understanding of mental health problems and the main interventions and approaches that may be used with older people.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

- Identify when a person's thoughts, feelings and behaviours may indicate that something is wrong
- Describe the main interventions and approaches that are used with older people with mental health problems

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to

- Health and Social Care NOS
- Health and Mental Health NOS
- NHS Knowledge and Skills Framework
- Knowledge & Skills Set for Dementia, Social Care (Adults, England)
- Skills set for staff working with people with dementia (SVQ Level 3)

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

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

- Communication
- Information Technology

### Assessment and grading

Assessment for this unit is by means of an externally set, internally marked assignment.

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

Outcome 1            Identify when a person's thoughts, feelings and behaviours may indicate that something is wrong

### **Assessment criteria**

The learner will be able to:

- 1.1    explain the value of 'knowing the person' in recognising when something is wrong
- 1.2    identify some of the thoughts, feelings and behaviours that may indicate that something is wrong
- 1.3    identify a range of explanations for unusual thoughts, feelings and behaviours:
  - a        experiences of trauma, isolation, change or loss
  - b        sensory impairment
  - c        metabolic dysfunction
  - d        physical illness
  - e        mental health problems
- 1.4    explain the value of a full assessment in trying to find out what has caused unusual thoughts, feelings and behaviours
- 1.5    describe the main forms of mental health problems
- 1.6    identify the main signs of:
  - a        depression
  - b        anxiety
  - c        dementia

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

Outcome 2            Describe the main interventions and approaches that are used with older people with mental health problems

### **Assessment criteria**

The learner will be able to:

- 2.1     describe the experiences of older people with mental health problems
- 2.2     describe the experiences of carers, family and friends of older people with mental health problems
- 2.3     describe the range, complexity and interrelated nature of the needs of older people with mental health problems:
  - a        physical
  - b        social
  - c        psychological
  - d        sexual
  - e        financial
  - f        cultural
  - g        spiritual
- 2.4     explain how older people with mental health problems may have common and differing needs
- 2.5     identify the main interventions and approaches that are used with older people with mental health problems:
  - a        medication
  - b        electro-convulsive therapy
  - c        talking and other therapies
  - d        psychosocial interventions
- 2.6     identify other interventions and approaches that are used with older people with mental health problems
  - a        complementary
  - b        spiritual and religious support
  - c        creative
  - d        work, education and volunteering
  - e        group work
  - f        Physical activity and diet
  - g        Service-user led initiatives

## Unit 105

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

**Level:** 3

**Credit value:** 4

### Unit aims

This unit aims to provide learners with knowledge and understanding of the legal, policy and service framework in relation to promoting well-being and mental health with older people. It also aims to enable learners to practice within this framework and promote effective team working and collaboration.

### Learning outcomes

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

- Describe the legal and policy context for practice with older people
- Describe the framework of national service provision to promote the well-being and mental health of older people within their own country
- Demonstrate the importance of team working and a collaborative approach in promoting the well-being and mental health of older people

### Guided learning hours

It is recommended that 33 hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to

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

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

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

- Communication
- Information Technology

### Assessment and grading

Assessment for this unit is by means of an externally set, internally marked assignment.

## Unit 105

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

### Outcome 1

Describe the legal and policy context for practice with older people

#### Assessment criteria

The learner will be able to:

- 1.1 identify the key points of the legislation within their own country of work that is relevant to promoting the mental health and well-being of older people:
  - a mental health legislation
  - b public health legislation
  - c social care legislation
  - d capacity legislation
  - e safeguarding adults
  - f carers legislation
  - g human rights legislation
  - h discrimination legislation
- 1.2 describe the key policies that are relevant to promoting the well-being and mental health of older people within their own country and those that apply across the UK
- 1.3 identify the key principles and values from legislation and policy that should underpin practice with older people:
  - a promoting independence and interdependence
  - b promoting well-being
  - c balancing rights with risk of harm
  - d respecting privacy
  - e working in partnership
  - f promoting equality
  - g safeguarding people and preventing abuse

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

Outcome 2            Describe the framework of national service provision to promote the well-being and mental health of older people within their own country

### **Assessment criteria**

The learner will be able to:

- 2.1 describe the framework of national service provision in their own country and how the different sectors relate to each other:
  - a Education
  - b Employment & Benefits
  - c Health & Social Care
  - d Housing
  - e Justice
- 2.2 describe the role and responsibilities of the key statutory and independent agencies involved in promoting well-being and mental health of older people
- 2.3 describe the contribution of carers to promoting the well-being and mental health of older people
- 2.4 describe the role and responsibilities of the key professions and practitioners involved in promoting the well-being and mental health of older people:
  - a general practitioners
  - b nurses
  - c occupational therapists
  - d care and support workers
  - e social workers/care managers
  - f psychiatrists
  - g psychologists
  - h speech therapists
  - i dieticians
  - j community workers
  - k housing officers
  - l independent advocates
  - m psychotherapists and counsellors
  - n art therapists

## Unit 105

# The legal, policy and service framework in relation to promoting wellbeing and mental health with older people

### Outcome 3

Demonstrate the importance of team working and a collaborative approach in promoting the well-being and mental health of older people

#### Assessment criteria

The learner will be able to:

- 3.1 explain the importance of effective team working and collaboration between
  - a different agencies
  - b different practitioners
  - c practitioners and carers
- 3.2 identify a range of common obstacles to team working and collaboration:
  - a differing values and approaches
  - b conflicts of interest
  - c differing systems and procedures
  - d poor systems for communication
  - e power and resources
  - f pressures and demands
  - g attitudes and stereotypes
- 3.3 identify and apply methods to overcome obstacles and establish, maintain and improve the effectiveness of working relationships
- 3.4 demonstrate their ability to network and discover new resources

## Unit 106

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

**Level:** 3

**Credit value:** 3

### Unit aims

This unit aims to provide learners with knowledge and understanding of the principles that should underpin communication and relationships and to apply these in promoting the well-being and mental health of older people.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

- Explain the principles that underpin effective communication and relationships
- Apply principles in promoting effective communication and building relationships

### Guided learning hours

It is recommended that **14** hours should be allocated for this unit. This may be on a full or part time basis.

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

This unit is linked to

- Health and Social Care NOS
- Health and Mental Health NOS
- NHS Knowledge and Skills Framework
- Knowledge & Skills Set for Dementia, Social Care (Adults, England)
- Social Care Induction Framework (Wales)
- Skills set for staff working with people with dementia (SVQ Level 3)

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

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

- Communication
- Improving own learning and performance

### Assessment and grading

Assessment for this unit is by means of an externally set, internally marked assignment.

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

Outcome 1                      Explain the principles that underpin effective communication and relationships

### **Assessment criteria**

The learner will be able to:

- 1.1 explain the importance of effective communication and relationships:
  - a with older people
  - b with carers, family members and significant others
  - c with colleagues
- 1.2 identify the factors that may impact on communication and relationships and create barriers:
  - a well-being and mental health
  - b sensory impairment
  - c cognitive impairments
  - d environment
  - e cultural norms
  - f language differences
  - g power issues
  - h attitudes, assumptions and stereotypes
  - i conflicts
  - j behaviour that challenges us
  - k emotions
  - l institutional factors
- 1.3 identify key principles from theories relating to communication that can be useful in achieving effective communication and relationships:
  - a transactional analysis
  - b person centred approach
  - c cognitive behavioural
  - d psychodynamic
- 1.4 Identify key principles to promote effective two-way communication:
  - a starting where the person is at
  - b turn-taking
  - c appropriate questioning
  - d listening
  - e validating
  - f checking understanding

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

Outcome 2                      Apply principles in promoting effective communication and building relationships

### **Assessment criteria**

The learner will be able to:

- 2.1    explain how to take an active approach to promoting communication and relationships where there are communication barriers
- 2.2    investigate sources of specialist support for communication and relationships:
  - a       interpreters
  - b       translators
  - c       advocates
  - d       psychologists
  - e       psychotherapists and arts therapists
  - f       speech therapists
  - g       equipment
  - h       communication aids
- 2.3    apply key communication skills:
  - a       initiating communication
  - b       active listening
  - c       turn-taking
  - d       appropriate questioning
  - e       validation and empathy
  - f       reflecting back
  - g       summarising
  - h       ending

## Unit 107

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

**Level:** 3

**Credit value:** 4

### Unit aims

This unit aims to provide learners with knowledge and understanding of the importance of relationships for well-being and mental health. It also aims to enable the learner to understand the needs of carers, families and significant others and to be able to support older peoples' relationships with carers, family members and significant others.

### Learning outcomes

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

- Describe the importance of relationships for well-being and mental health
- Investigate the needs of carers, families and significant others
- Support relationships with carers, families and significant others

### Guided learning hours

It is recommended that **23** hours should be allocated for this unit. This may be on a full or part time basis.

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

This unit is linked to

- Health and Social Care NOS
- Health and Mental Health NOS
- NHS Knowledge and Skills Framework
- Knowledge & Skills Set for Dementia, Social Care (Adults, England)
- Skills set for staff working with people with dementia (SVQ Level 3)

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

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

- Communication
- Information Technology
- Improving own learning and performance

### Assessment and grading

Assessment for this unit is by means of an externally set, internally marked assignment.

## Unit 107

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

### Outcome 1

Describe the importance of relationships for wellbeing and mental health

#### Assessment criteria

The learner will be able to:

- 1.1 describe the benefits for older people that can come from personal relationships
- 1.2 identify the factors that can impact on older peoples' personal relationships and how these may influence well-being and mental health
  - a childhood and adult life experiences
  - b change or loss
  - c disability
  - d caring responsibilities
  - e conflict
  - f abuse
  - g geographical isolation
  - h cultural isolation
  - i discrimination
  - j palliative care or end of life issues
- 1.3 describe the impact of a significant change in or a loss of a relationship for an older person

## Unit 107

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

## Outcome 2

Investigate the needs of carers, families and significant others

### Assessment criteria

The learner will be able to:

- 2.1 describe the positive and negative impact of taking on the role of informal carer
  - a psychological and emotional
  - b relationships
  - c finances
  - d life style
  - e physical health
  - f mental health and well-being
- 2.2 identify the needs of informal carers, family members and significant others who are offering care or support to an older person:
  - a recognition and respect
  - b information and advice
  - c effective communication
  - d practical support
  - e finance
  - f space for own needs
- 2.3 state the rights of carers under law and policy in their own country
- 2.4 explain how carers stated needs or wants may differ from what is offered and identify reasons why this may occur

## Unit 107

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

## Outcome 3

Support relationships with carers, families and significant others

### Assessment criteria

The learner will be able to:

- 3.1 explain the importance of supporting and working with carers, families and significant others
- 3.2 identify ways of addressing the needs of carers within their role
- 3.3 identify ways supporting relationships between older people, carers, families and significant others during transitions and life stages:
  - a changing needs
  - b changing environment
  - c significant life events
  - d palliative care or end of life
- 3.4 enable older people to maintain existing relationships and build new relationships

## Unit 108

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

**Level:** 3

**Credit value:** 3

### Unit aims

This unit aims to provide learners with knowledge and understanding of the benefits of older people participating in meaningful activity and apply key principles in promoting participation and engagement with life.

### Learning outcomes

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

- Explain the importance of supporting participation and engagement
- Identify ways of promoting participation and engagement
- Apply key principles in promoting participation and engagement

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full or part time basis.

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

This unit is linked to

- Health and Social Care NOS
- Health and Mental Health NOS
- NHS Knowledge and Skills Framework
- Social Care Induction Framework (Wales)
- Skills set for staff working with people with dementia (SVQ Level 3)

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

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

- Communication
- Improving own learning and performance

### Assessment and grading

Assessment for this unit is by means of an externally set, internally marked assignment.

## Unit 108

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

### Outcome 1

Explain the importance of supporting participation and engagement

#### Assessment criteria

The learner will be able to:

- 1.1 illustrate the contribution of older people to society
- 1.2 identify a range of reasons why some people may reduce their levels of activity and participation in old age
  - a attitudes and expectations
  - b mental health
  - c physical health
  - d sensory impairment
  - e care environment
  - f access and resources
  - g discrimination
  - h impact of abuse
- 1.3 describe the possible negative impact on a person's well-being and mental health of a lack of activity, occupation and participation
- 1.4 describe the positive benefits of activity, occupation and participation
  - a contribution of skills and knowledge
  - b economic contribution
  - c relationship between mind, body and spirit

## Unit 108

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

## Outcome 2

Identify ways of promoting participation and engagement

### Assessment criteria

The learner will be able to:

- 2.1 describe a range of opportunities for participation and engagement in old age:
  - a employment
  - b volunteering
  - c education and lifelong learning
  - d supporting and helping others
  - e civic and political life
  - f spirituality and religion
  - g personal interests
  - h hobbies
  - i everyday activities
  - j social activities
  - k physical exercise
  - l technology
- 2.2 explain the importance of a person centred approach to promoting participation and engagement
  - a recognising individuality and uniqueness
  - b using experience, knowledge and skills
  - c ensuring activity is meaningful and valued
  - d recognising the value of informal and short activities

## Unit 108

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

## Outcome 3

Apply key principles in promoting participation and engagement

### Assessment criteria

The learner will be able to:

- 3.1 identify key principles to underpin practice in promoting activity, participation and engagement:
  - a person-centred
  - b choice and decision-making
  - c active support
  - d recognising diversity
  - e building on strengths
  - f socially valued roles
  - g community presence
  - h inclusion
- 3.2 explain the harm that can come from poorly planned and run activities
- 3.3 explain the benefits and limitations of activities in groups
- 3.4 explain the benefits and limitations of one-to-one work in promoting activity
- 3.5 apply key principles in supporting a person or group in meaningful and valued activity

**Level:** 3

**Credit value:** 4

### Unit aims

This unit aims to provide learners with knowledge and understanding of dementia and equip learners to identify ways in which they can promote well-being, communication and effective relationships with older people with dementia.

### Learning outcomes

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

- Describe the main forms of dementia and how they may affect the person
- Identify key approaches to promoting well-being in people with dementia
- Communicate with and relate effectively to people with dementia

### Guided learning hours

It is recommended that **27** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to

- Health and Social Care NOS
- Health and Mental Health NOS
- NHS Knowledge and Skills Framework
- Knowledge & Skills Set for Dementia, Social Care (Adults, England)
- Social Care Induction Framework (Wales)
- Skills set for staff working with people with dementia (SVQ Level 3)

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

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

- Communication
- Improving own learning and performance

### Assessment and grading

Assessment for this unit is by means of an externally set, internally marked assignment.

## Unit 109

## Supporting older people with dementia

### Outcome 1

Describe the main forms of dementia and how they may affect the person

#### Assessment criteria

The learner will be able to:

- 1.1 explain the difference between the effects of ageing, feelings and behaviour due to other causes, and the effects of dementia
- 1.2 name the main forms of dementia and identify key facts about what they have in common and what is different:
  - a Vascular dementia
  - b Alzheimer's Disease
  - c Frontotemporal dementia
  - d Lewy body dementia
  - e Korsakoff's syndrome
  - f Huntingdon's Disease
  - g Secondary dementias
- 1.3 describe the effects of dementia on the person
- 1.4 describe the impact of dementia on those around the person
- 1.5 explain how a person's experience of dementia may be influenced by their:
  - a generation and age
  - b culture and ethnicity
  - c social class
  - d gender
  - e sexual orientation
  - f ability
  - g life opportunities
- 1.6 identify ways in which a diagnosis of dementia may impact on access to services
  - a health care
  - b social care
  - c palliative and hospice care

## Unit 109

## Supporting older people with dementia

### Outcome 2

Identify key approaches to promoting well-being in people with dementia

#### Assessment criteria

The learner will be able to:

- 2.1 explain the limitations of a purely medical model of dementia
- 2.2 identify benefits, limitations and problems associated with drug treatments for people with dementia
- 2.3 explain how social and psychological models may help us understand dementia and how to help the person
- 2.4 describe signs of well-being and ill being in a person with dementia
- 2.5 describe how early-intervention approaches can benefit a person and their significant others
- 2.6 explain the importance of a positive, supportive environment for a person with dementia
- 2.7 identify ways of promoting well-being through a person-centred approach:
  - a understanding the individual
  - b addressing disability needs
  - c maintaining personal identify
  - d promoting inclusion
  - e promoting meaningful activity
  - f addressing emotional needs
  - g enabling the person to develop coping strategies

## Unit 109

## Supporting older people with dementia

### Outcome 3

Communicate with and relate effectively to people with dementia

#### Assessment criteria

The learner will be able to:

- 3.1 identify ways in which poor communication with people with dementia can impact on their well-being
- 3.2 illustrate how people with dementia may communicate in different ways
  - a verbal communication
  - b non-verbal communication
- 3.3 apply key principles and skills in communicating and relating to people with dementia
  - a taking your time
  - b noticing body language
  - c listening to the 'music behind the words'
  - d validation
  - e showing empathy
  - f using prompts
  - g using triggers
  - h signs and symbols
- 3.4 apply active approaches to enabling people with dementia to communicate their views and wishes
  - a key principles and skills
  - b advocacy
- 3.5 use positive strategies in responding to people who are angry, distressed or behaving in ways that are difficult to cope with

## Unit 110

# Supporting older people with depression and anxiety

**Level:** 3

**Credit value:** 4

### Unit aims

This unit aims to provide learners with knowledge and understanding of depression and anxiety and equip learners to identify ways in which they can promote well-being, communication and effective relationships with older people with depression and anxiety.

### Learning outcomes

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

- Explain the nature of depression and anxiety
- Describe key approaches to promoting well-being in people with depression and anxiety
- Communicate with and relate effectively to people with depression and anxiety

### Guided learning hours

It is recommended that **27** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to

- Health and Social Care NOS
- Health and Mental Health NOS
- NHS Knowledge and Skills Framework

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

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

- Communication
- Improving own learning and performance

### Assessment and grading

Assessment for this unit is by means of an externally set, internally marked assignment.

## **Unit 110            Supporting older people with depression and anxiety**

Outcome 1            Explain the nature of depression and anxiety

### **Assessment criteria**

The learner will be able to:

- 1.1 identify the signs of depression and anxiety in older people and explain how these may differ according to the degree of depression and anxiety
- 1.2 explain why depression and anxiety in older people may be under-detected and treated
- 1.3 identify the bio-psycho-social factors that can influence depression and anxiety in older people
- 1.4 describe the effects of depression on the person
- 1.5 describe the effects of anxiety on the person
- 1.6 describe the impact of depression and anxiety on those around the person
- 1.7 explain how a person's experience of depression and anxiety may be influenced by their:
  - a generation and age
  - b culture and ethnicity
  - c social class
  - d gender
  - e sexual orientation
  - f ability
  - g life opportunities

## **Unit 110            Supporting older people with depression and anxiety**

Outcome 2            Describe key approaches to promoting wellbeing in people with depression and anxiety

### **Assessment criteria**

The learner will be able to:

- 2.1 identify benefits, limitations and problems associated with the main treatments for older people with depression and anxiety:
  - a drug treatments
  - b electro-convulsive therapy
  - c psychotherapy and counselling
- 2.2 describe the range of options for other approaches that can be used with older people with depression and anxiety:
  - a psychosocial
  - b complementary
  - c spiritual and religious support
  - d creative arts
  - e horticulture
  - f food and nutrition
  - g community participation
  - h work schemes
  - i support groups and group therapy
  - j education
  - k exercise

## Unit 110

## Supporting older people with depression and anxiety

### Outcome 3

Communicate with and relate effectively to people with depression and anxiety

#### Assessment criteria

The learner will be able to:

- 3.1 explain the importance of a positive, supportive environment for older people experiencing depression and anxiety
- 3.2 identify key principles for communicating with and relating to older people with depression:
  - a awareness of own verbal and non-verbal communication
  - b validating feelings
  - c avoiding reinforcing negative beliefs
  - d using problem solving techniques
- 3.3 identify key principles for communicating with and relating to older people with anxiety:
  - a awareness of own verbal and non-verbal communication
  - b acknowledging feelings without reinforcing anxious thoughts
  - c working towards understanding behaviour and its triggers
  - d avoiding reinforcing behaviour
  - e focusing on strengths, abilities and available resources
  - f using problem solving techniques
- 3.4 use positive strategies in responding to people who are angry, distressed or behaving in ways that are difficult to cope with

## Unit 111

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

**Level:** 3

**Credit value:** 4

### Unit aims

This unit aims to provide learners with knowledge of the principles and values that should underpin effective assessment, care and support planning and risk management. It also aims to equip learners to apply these principles and values within the limits of their role with older people.

### Learning outcomes

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

- Demonstrate the principles and values that underpin effective assessment and care and support planning
- Describe the care and support planning process
- Explain how to contribute to effective risk management

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to

- Health and Social Care NOS
- Health and Mental Health NOS
- NHS Knowledge and Skills Framework
- Social Care Induction Framework (Wales)
- Skills set for staff working with people with dementia (SVQ Level 3)

### Endorsement of the unit by a sector or other appropriate body

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

### Key Skills

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

- Communication
- Improving own learning and performance

### Assessment and grading

Assessment for this unit is by means of an externally set, internally marked assignment.

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

Outcome 1                    Demonstrate the principles and values that underpin effective care and support planning

### **Assessment criteria**

The learner will be able to:

- 1.1     explain the importance of effective care and support planning
- 1.2     explain the importance of keeping accurate records of the care and support planning process
- 1.3     describe the principles and values that underpin effective care and support planning:
  - a       person centred
  - b       full participation of people using services
  - c       involving carers and family
  - d       needs led not service led
  - e       holistic approach
  - f       working in partnership
  - g       based on information from a range of sources
  - h       anti-discriminatory
  - i       focused on strengths
  - j       promoting rights
  - k       positive but managed risk taking
  - l       regularly reviewed and updated
- 1.4     apply the principles and values of care and support planning in work with older people

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

Outcome 2      Describe the care and support planning process

## **Assessment criteria**

The learner will be able to:

- 2.1 describe the purpose of each stage of the care and support planning process:
  - a assessment of need
  - b planning goals
  - c monitoring progress
  - d evaluation and review of plans
- 2.2 describe the activities associated with each stage of the care and support planning process:
  - a assessment of need
  - b planning goals
  - c monitoring progress
  - d evaluation and review of plans
- 2.3 identify barriers to enabling service users to take a full and active part in the care and support planning process
- 2.4 identify ways of overcoming barriers and enabling service users to take a full and active part in the care and support planning process
- 2.5 identify appropriate ways of enabling carers and family members to participate in the care and support planning process
- 2.6 describe the roles and contribution of those involved in the care and support planning process
- 2.7 explain how to keep effective, accurate, acceptable and concise records of the care and support planning process

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

Outcome 3      Explain how to contribute to effective risk management

## **Assessment criteria**

The learner can:

- 3.1 explain the purpose of risk management systems in providing care and support to older people
- 3.2 explain the importance of positive risk taking with older people
- 3.3 explain why it is important to consider a range of risk situations:
  - a risk of harm to self
  - b risk of harm to others
  - c risk of harm from others
  - d risk of harm to the environment
  - e risk of harm from intervention by services
- 3.4 explain how to incorporate key principles arising from issues of mental capacity, consent, decision making and safeguarding vulnerable adults
- 3.5 describe the principles and values that underpin effective risk management in providing care and support to older people:
  - a identifying risk factors that influence a situation
  - b using a range of sources of information
  - c anti-discriminatory practice
  - d balancing potential for harm with possible benefits of risk taking
  - e maintaining rights, dignity, respect and choice
  - f agreeing action
  - g accurate recording
  - h specifying roles and responsibilities
  - i contingency planning
  - j effective communication
  - k regular review
- 3.6 explain the role and contribution of front line practitioners in risk management

## Appendix 1 Connections to NVQs and other qualifications

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

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

This qualification has connections to the

- 1 Health & Social Care National Occupational Standards
- 2 Health and Mental Health NOS National Occupational Standards
- 3 National Health Service's Knowledge and Skills Framework
- 4 Knowledge & Skills Set for Dementia, Social Care (Adults, England) developed by Skills for Care, 2005
- 5 Social Care Induction Framework for Wales
- 6 Skills set for staff working with people with dementia (SVQ Level 3) Scottish Social Services Council, 2005, version 1.0.

Unit number	Health & Social Care NOS	Health and Mental Health NOS	NHS Knowledge and Skills Framework	Knowledge & Skills Set for Dementia, Social Care (Adults, England)	Social Care Induction Framework (Wales)	Skills set for staff working with people with dementia (SVQ Level 3)
3062-101	HSC 31		Core 1 Level 3	1.1	1.1	
	<b>HSC 33</b>		Core 2 Level 1	1.3	1.2	
	<b>HSC 35</b>		Core 6 Level 3		1.3	
	HSC 3111		Core 6 Level 3			
	HSC 3114		Core 6 Level 3			
	HSC 3116		HWB1 Level 2			
	HSC 3119		Core 5 Level 3			
	HSC 366		HWB4 Level 3			
3062-102	HSC 35	MH28	Core 6 Level 3			HSC 383
	HSC 350	MH36	HWB4 Level 2			
	HSC 383		HWB4 Level 3			
3062-103	HSC 3112	GEN14	HWB1 Level 1	1.4	1.4	HSC 332
	HSC 331	MH36	HWB4 Level 3			HSC 344
	HSC 332					
	HSC 344					

Unit number	Health & Social Care NOS	Health and Mental Health NOS	NHS Knowledge and Skills Framework	Knowledge & Skills Set for Dementia, Social Care (Adults, England)	Social Care Induction Framework (Wales)	Skills set for staff working with people with dementia (SVQ Level 3)	
3062-104	HSC 35	MH7	Core 6 Level 3	1.6		HSC 364	
	HSC 362	MH14	HWB2 Level 2	3.1			
	HSC 364		HWB2 Level 3	3.3			
3062-105	HSC 33	MH3	Core 2 Level 1	2.1	2.1		
	HSC 35	MH42	Core 6 Level 3	2.3	2.2		
	HSC 367	MH82	HWB4 Level 3	4.1	2.3		
	HSC 399		G7 Level 1	4.2			
3062-106	HSC 31	MH1	Core 1 Level 3	1.5	1.3	HSC 331	
	HSC 35		Core 6 Level 3	2.2	4.1		
	HSC 331		HWB4 Level 3		4.2		
	HSC 369		HWB4 Level 3				
	HSC 371		Core 1 Level 3				
3062-107	HSC 382	<b>GEN 20</b>	HWB4 Level 2	1.2		HSC 387	
	HSC 384	MH9	HWB4 Level 3				
	<b>HSC 387</b>	MH10					
	<b>HSC 388</b>	MH39					
	HSC 389						
3062-108	HSC 348	GEN 15	HWB4 Level 2		1.3	HSC 351 HSC 393 HSC 394	
	HSC 351	MH28	HWB4 Level 3				
	HSC 393	MH37					
	HSC 394	MH38					
		MH42 MH46					
3062-109	HSC 31	MH1	Core 1 Level 3	1.1	4.1	HSC 336	
	HSC 35	MH14	Core 6 Level 3	1.4	4.2		
	HSC 336		HWB2 Level 2	1.5			
	HSC 396			HWB4 Level 3	1.6		
					3.1		
				3.2 3.3			
3062-110	HSC 31	MH1	Core 1 Level 3				
	HSC 35	MH14	Core 6 Level 3				
	HSC 336		HWB2 Level 2				
	HSC 396		HWB4 Level 3				
3062-111	<b>HSC 32</b>	GEN 20	Core 3 Level 2		1.4 2.1 2.3 3.1	HSC 3104	
	<b>HSC 35</b>	MH6	Core 6 Level 3				
	HSC 328	MH7	HWB2 Level 2				
	HSC 329	MH20	HWB2 Level 3				
	HSC 366	MH25	HWB4 Level 3				
	HSC 368		HWB3 Level 2				
	HSC 395		HWB5 Level 2				
	HSC 3100		G7 Level 2				
	HSC 3104						

## Appendix 2 Key/Core Skills signposting

These qualifications include opportunities to develop and practise many of the underlying skills and techniques described in Part A of the standard for each key skills qualification. Where candidates are working towards any key skills alongside these qualifications, they will need to be registered with City & Guilds for the key skills qualifications.

It should not be assumed that candidates will necessarily be competent in, or able to produce evidence for, the key skills at the same level as these qualifications.

The 'signposts' below identify the **potential** for key skills portfolio evidence gathering that can be naturally incorporated into the completion of each unit. Any key skills evidence needs to be separately assessed and must meet the relevant standard defined in the QCA document '*Key skills qualifications standards and guidance*'.

Unit number	Communication	Application of Number	Information Technology
3062-101	C3.3		
3062-102	C3.1		
3062-103	C3.1, C3.3		IT3.1, IT3.3
3062-104	C3.1, C3.3		IT3.1
3062-105	C3.1, C3.2, C3.3		IT1.1, IT3.3
3062-106	C3.1		
3062-107	C3.1, C3.3		IT3.1
3062-108	C3.3		
3062-109	C3.3		
3062-110	C3.3		
3062-111	C3.3		

Unit number	Problem Solving	Improving own learning and performance	Working With Others
3062-101		LP3.3	
3062-102			
3062-103			
3062-104			
3062-105			WO3.1, WO.3.2, WO3.3
3062-106		LP3.3	
3062-107		LP3.3	
3062-108		LP3.3	
3062-109		LP3.3	
3062-110		LP3.3	
3062-111		LP3.3	

## Appendix 3 The wider curriculum

Candidates taking these qualifications may also have the opportunity to cover the following aspects of the wider curriculum.

### Introduction

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

#### 1 Spiritual, moral, ethical, social and cultural issues

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

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

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

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

#### 2 The European dimension

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

#### 3 Environmental education

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

#### 4 Health and safety education

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

Unit No and Title	Spiritual, moral, ethical, social and cultural issues	European dimension	Environmental education	Health and safety
101 The Principles and values that underpin the promotion of well-being and mental health with older people	✓			
102 Well-being, mental health and older people	✓			

Unit No and Title	Spiritual, moral, ethical, social and cultural issues	European dimension	Environmental education	Health and safety
103 Promoting well-being and mental health with older people	✓	✓		✓
104 Mental health problems and the main interventions and approaches that are used with older people	✓	✓		✓
105 The legal, policy and service framework in relation to promoting well-being and mental health with older people	✓	✓		
106 Communication and relationships to promote the well-being and mental health of older people	✓			
107 Working with carers, families and significant others to promote the well-being and mental health of older people	✓			
108 Supporting participation in meaningful activity and engagement with life to promote the well-being and mental health of older people				
109 Supporting older people with dementia				
110 Supporting older people with depression and anxiety	✓			
111 Assess, care and support planning and risk management to promote the well-being and mental health care of older people	✓			✓

## Appendix 4 Funding

City & Guilds does not provide details on funding as this may vary between regions.

Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

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

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

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

## Appendix 5 Summary of City & Guilds assessment policies

### Health and safety

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

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

### Equal opportunities

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

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

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

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

### Access to assessment

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

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

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

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

## **Appeals**

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

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

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

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

Nation	Who to contact	Website
<b>England</b>	The Qualifications and Curriculum Authority	<a href="http://www.qca.org.uk">www.qca.org.uk</a>
<b>Scotland</b>	The Scottish Qualifications Authority	<a href="http://www.sqa.org.uk">www.sqa.org.uk</a>
<b>Wales</b>	The Department for Education, Lifelong Learning and Skills Wales (DELLS)	<a href="http://www.wales.gov.uk">www.wales.gov.uk</a>
<b>Northern Ireland</b>	The Council for Curriculum, Examinations and Assessment	<a href="http://www.ccea.org.uk">www.ccea.org.uk</a>



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