

Level 3 Award in Awareness of Dementia and Certificate in Dementia Care

Assignment guide

3565-31/92: 501/1654/X

3565-32/93: 501/1655/1



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Level 3 Award in Awareness of Dementia and Certificate in Dementia Care



Assignment guide

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1 About this document

This is the assignment guide for the Level 3 Award in Awareness of Dementia and the Level 3 Certificate in Dementia Care.

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

Assignment overview

Assignment coverage

Tasks

Candidate assessment record

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

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

To achieve the Level 3 Award in Awareness of Dementia, learners must achieve 11 credits from the four mandatory units.

City & Guilds unit number	Unit title	Mandatory /optional for full qual.	Credit value	Assignment/ Portfolio	Where to obtain assessment materials
3565-101	Understand the process and experience of Dementia	Mandatory	3	Assignment	City & Guilds website
3565-102	Understand the administration of medication to individuals with dementia using a person centred approach	Mandatory	2	Assignment	City & Guilds website
3565-103	Understand the role of communication and interactions with individuals who have dementia	Mandatory	3	Assignment	City & Guilds website
3565-104	Understand the diversity of individuals with dementia and the importance of inclusion	Mandatory	3	Assignment	City & Guilds website

To achieve the Level 3 Certificate in Dementia Care learners must achieve 21 credits from the four mandatory units and 6 credits from the optional units making a total of 21 credits minimum.

City & Guilds unit number	Unit title	Mandatory /optional for full qual.	Credit value	Assignment/ Portfolio	Where to obtain assessment materials
3565-009	Contribute to the support of positive risk-taking for individuals	Optional	3	Portfolio of evidence	
3565-010	Contribute to the care of a deceased person	Optional	3	Portfolio of evidence	
3565-101	Understand the process and experience of Dementia	Mandatory	3	Assignment	City & Guilds website
3565-102	Understand the administration of medication to individuals with dementia using a person centred approach	Optional	2	Assignment	City & Guilds website
3565-103	Understand the role of communication and interactions with individuals who have dementia	Optional	3	Assignment	City & Guilds website
3565-104	Understand the diversity of individuals with dementia and the importance of inclusion	Optional	3	Assignment	City & Guilds website
3565-105	Enable rights and choices of individuals with dementia whilst minimising risks	Mandatory	4	Portfolio of evidence	
3565-106	Understand and enable interaction and communication with individuals who have dementia	Mandatory	4	Portfolio of evidence	
3565-107	Equality, diversity and inclusion in dementia care practice	Mandatory	4	Portfolio of evidence	
3565-108	Understand and meet the nutritional requirements of individuals with dementia	Optional	3	Portfolio of evidence	
3565-109	Support the use of medication in social care settings	Optional	5	Portfolio of evidence	
3565-110	Provide support to continue recommended therapies	Optional	3	Portfolio of evidence	

City & Guilds unit number	Unit title	Mandatory /optional for full qual.	Credit value	Assignment/ Portfolio	Where to obtain assessment materials
3565-111	Implement therapeutic group activities	Optional	4	Portfolio of evidence	
3565-112	Support individuals who are bereaved	Optional	4	Portfolio of evidence	
3565-113	Support individuals at the end of life	Optional	7	Portfolio of evidence	
3565-114	Interact with and support individuals using telecommunications	Optional	5	Portfolio of evidence	
3565-115	Support positive risk taking for individuals	Optional	4	Portfolio of evidence	
3565-116	Facilitate person centred assessment, planning, implementation and review	Optional	6	Portfolio of evidence	
3565-117	Support person-centred thinking and planning	Optional	5	Portfolio of evidence	
3565-118	Support individuals in the use of assistive technology	Optional	4	Portfolio of evidence	
3565-119	Understand models of disability	Optional	3	Assignment	City & Guilds website
3565-120	Understand mental well-being and mental health promotion	Optional	3	Assignment	City & Guilds website
3565-121	Purpose and principles of independent advocacy	Optional	4	Portfolio of evidence	
3565-422	Independent mental capacity advocacy	Optional	12	Portfolio of evidence	

2 Assignments

2.1 Introduction

Assignment requirements

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

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

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

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

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

Grading and marking

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

What the results mean:

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

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

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

Assignment 101 Understand the process and experience of dementia (Unit 101)

Assignment overview

In this assignment, you will complete tasks to show your understanding of how the different types of dementia affect the brain and cause different symptoms for individuals. You will look at the impact the diagnosis of dementia might have on individuals, their families and friends. Finally, by comparing a person-centred and non-person-centred approach, you will be able to identify techniques to support individuals when their skills and function may vary from day to day.

Tasks

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

- A Questions and answers
- B Case study
- C Person-centred approach

Assignment coverage

Task	Task name	Learning outcomes covered
A	Questions and answers	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3
B	Case study	2.1, 2.4, 3.3, 3.4
C	Person-centred approach	3.1, 3.2

Assignment 101 Understand the process and experience of dementia (Unit 101)

Task A Questions and Answers

- 1 For each of the following forms of dementia, describe:
 - How the brain is affected
 - The symptoms an individual might experience.
 - a) Alzheimer's disease
 - b) Vascular dementia
 - c) Dementia syndrome or 'mixed dementia'
 - d) Dementia with Lewy bodies (DLB)
 - e) Pick's disease (Fronto-temporal)
 - f) HIV-associated dementia
 - g) Huntington's disease (HD)
 - h) Creutzfeldt-Jacob disease (CJD)
- 2 Explain how memory and the ability to process information might be affected for individuals with dementia.
- 3 For an individual with dementia, explain other factors that may cause changes in their condition apart from the dementia, including how abilities may change from day to day.
- 4
 - a) Explain why it is important to record possible signs and symptoms of dementia in line with agreed ways of working.
 - b) Explain how to report possible signs of dementia in line with agreed ways of working.

Task B Case Study

- 1 Read the following case study and answer the questions.

Pat has just been diagnosed with Alzheimer's disease. He is 63 and has recently stopped working for the Post Office. He lives with Bridget, 52, who works as a teaching assistant. They have three children, two sons who have moved away and Anna, who is 15 and still at home.

Describe how this diagnosis might affect:

- a) Pat
 - b) Bridget
 - c) Anna
 - d) friends
- 2 Describe myths and stereotypes Pat, his family and friends may have heard about dementia.
- 3 Describe ways in which Pat and his family can be supported to overcome their fears.

Task C Person centred approach

- 1 Compare a person-centred approach with a non-person-centred approach to dementia care. You may record your answers in the table provided.

Person-centred approach

Non person-centred approach

Person-centred approach	Non person-centred approach

- 2 Describe **three** examples of techniques that can be used to meet the changing needs and abilities of an individual with dementia.

Candidate assessment record

Assignment feedback and result sheet

Unit number and title	Assignment 101 dementia (Unit 101)	Understand the process and experience of
Candidate's name		Enrolment number
Assessor's name		Centre number
Dates assignment submitted	1 st	
	2 nd	

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

Assessor/Tutor feedback to candidate on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to candidate on outcome of resubmission

Date of final assessment decision

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

Tutor/assessor's
signature

Date

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

Candidate signature

Date

Internal verifier
signature

Date

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

Assignment overview

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

Tasks

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

- A Question and answer
- B Case study

Assignment coverage

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

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

Task A Question and answer - Investigation of commonly used medicines

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

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

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

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

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

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

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

Task B Case study

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

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

Candidate assessment record

Assignment feedback and result sheet

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

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

Assessor/Tutor feedback to candidate on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to candidate on outcome of resubmission

Date of final assessment decision

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Tutor/assessor's
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Date

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Candidate signature

Date

Internal verifier
signature

Date

Assignment 103 Understand the role of communication and interactions with individuals who have dementia (Unit 103)

Assignment overview

This assignment deals with communication and interaction with individuals who have dementia. It looks at the different ways an individual may communicate and how these may be misinterpreted. It considers the impact of external factors on communication and interaction. As part of the assignment you are asked to compare a reality orientation approach to dementia care with a validation approach, considering the benefits and limitations of each.

Tasks

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

- A Guidance notes
- B An account
- C Compare experiences
- D Differences in communication and interaction

Assignment coverage

Task	Task name	Learning outcomes covered
A	Guidance notes	2.3, 3.1, 3.2, 3.3, 3.4
B	An account	1.1, 1.2, 1.3, 2.1, 2.2, 3.5
C	Compare experiences	2.4
D	Differences in communication and interaction	1.4

Assignment 103 Understand the role of communication and interactions with individuals who have dementia (Unit 103)

Task A Guidance notes

Create a “Guidance Manual” to help someone who has no experience of working with people who have dementia. The notes should concentrate on communication and interaction.

Include information and advice on:

1. How environmental factors might affect communication and interactions
2. How sensory impairments may affect communication and interactions
3. How the behaviour of those caring for the individual may affect communication and interactions
4. The different physical or mental health needs that might impact on communication and interaction
5. The benefit of involving an individual with dementia in different types of activity

Task B An account

Write an account describing how a person with dementia communicates through their behaviour. Outline how this behaviour may be misunderstood and the potential consequences for the individual, carers and others (eg social worker, medical professionals).

Give examples of positive interactions with the individuals with dementia, including how to speak in a way that they will understand.

Note

Whilst this account may be based on a real person, the identifying details must remain confidential.

Assignment 103 Understand the role of communication and interactions with individuals who have dementia (Unit 103)

Task C Compare approaches

Compare a reality orientation approach to dementia care with validation approach

1. Describe the different approaches
2. Evaluate their effectiveness

You may record your answers on the template provided.

Reality Orientation

Description of reality orientation	Evaluate effectiveness

Validation

Details of validation	Evaluate effectiveness

Assignment 103 Understand the role of communication and interactions with individuals who have dementia (Unit 103)

Task D Differences in communication and interaction

Identify **three** different forms of dementia and describe how they may affect communication and interaction.

You may record your answers in the template provided.

Type of dementia	Effect on communication and interaction

Candidate assessment record

Assignment feedback and result sheet

Unit number and title	Assignment 103	Understand the role of communication and interactions with individuals who have dementia (Unit 103)
Candidate's name		Enrolment number
Assessor's name		Centre number
Dates assignment submitted	1 st	
	2 nd	

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

Assessor/Tutor feedback to candidate on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to candidate on outcome of resubmission

Date of final assessment decision

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

Tutor/assessor's
signature

Date

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

Candidate signature

Date

Internal verifier
signature

Date

Assignment 104 Understand the diversity of individuals with dementia and the importance of inclusion (Unit 104)

Assignment overview

This assignment looks at the need to recognise that each person with dementia is a unique individual with their own specific needs. It asks you to think about how a person's heritage may affect them and why it is important for those who care for the individual to understand and appreciate their differences.

Tasks

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

- A Question and answer
- B Guidance on person centred care and diversity
- C Compare experiences

Assignment coverage

Task	Task name	Learning outcomes covered
A	Question and answer	1.1, 1.2, 1.3, 1.4
B	Guidance on person centred care and diversity	2.1, 2.3, 3.1, 3.2, 3.3, 3.4
C	Compare experiences	2.2, 2.4

Assignment 104 Understand the diversity of individuals with dementia and the importance of inclusion (Unit 104)

Task A Question and answer

1 Explain what is meant by the following terms. You may record your answer in the table provided.

Term	Explanation
Diversity	
Anti-discriminatory practice	
Anti-oppressive practice	

- 2 Explain why it is important to recognise and respect the heritage of an individual
- 3 Give **three** reasons why an individual with dementia may be subjected to discrimination and oppression because of their condition
- 4 Describe **three** ways in which discriminatory and oppressive practice can be challenged.

Assignment 104 Understand the diversity of individuals with dementia and the importance of inclusion (Unit 104)

Task B Guidance on person centred care and diversity

Create guidance for practitioners setting out the importance of working in a person centred way and how this can help an individual with dementia maintain their identity and prevent discrimination and oppression.

This may be in the form of

- Guidance notes
- A training session
- A handout
- A presentation
- Other format agreed with the tutor

The guidance must cover

- The reasons why it is important to identify and try to meet an individual's unique needs
- An explanation of how person centred care can ensure the unique needs of an individual with dementia are met
- Up to date legislation for your nation explaining how it supports person centred care for people with dementia
- Up to date Government guidance for your nation explaining how it supports person centred care for people with dementia
- How carers may be affected by an individual's dementia
- A range of ways in which carers or others involved in the care of the individual can be helped to adopt a person centred approach to care
- A variety of ways of helping an individual with dementia maintain their identity and sense of well being

Task C Compare experiences

Explain how the following experiences of dementia may be different for the following groups

- An older person who develops dementia
- A person with learning disabilities who develops dementia
- A younger adult who develops dementia
- Dementia care at the end of life

Candidate assessment record

Assignment feedback and result sheet

Unit number and title	Assignment 104	Understand the diversity of individuals with dementia and the importance of inclusion (Unit 104)
Candidate's name		Enrolment number
Assessor's name		Centre number
Dates assignment submitted	1 st	
	2 nd	

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

Assessor/Tutor feedback to candidate on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to candidate on outcome of resubmission

Date of final assessment decision

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Tutor/assessor's
signature

Date

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Candidate signature

Date

Internal verifier
signature

Date

Assignment 119 Understand models of disability (unit 119)

Assignment overview

This assignment considers some of the different models of disability. It looks at the history and development of these models, and how they impact on service provision. The assignment also deals with how an individual may be affected if a particular approach is adopted by others, and asks for an evaluation of your own practice.

Tasks

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

- A Prepare a presentation
- B Reflective account
- C Fact sheet

Assignment coverage

Task	Task name	Learning outcomes covered
A	Prepare a presentation	1.1 1.2
B	Reflective account	2.1 3.2
C	Fact sheet	3.1

Assignment 119 Understand models of disability (unit 119)

Task A – Prepare a presentation covering the following topics

Prepare a presentation covering the following topics

- A definition of the social model of disability, the medical model of disability and the psycho-social model of disability.
- An outline of the history of the three models, explaining how they have developed over time.
- A comparison and contrast of the three models.

Assignment 119 Understand models of disability (unit 119)

Task B – Reflective account

Write a reflective account based on an individual you know or a case study provided by your Assessor

Provide:

- A brief outline of the individual and their specific needs.
- An account of how the well-being and experience of the individual might be affected if carers and professionals were to adopt a medical model of care.
- An account of how the well-being and experience of the individual might be affected if carers and professionals were to adopt a social model of care.
- An account of how the well-being and experience of the individual might be affected if carers and professionals were to adopt a psycho-social model of care.
- An evaluation of your own practice explaining how you promote the well being and quality of life of the individual.

Note

A case study can be provided by the tutor but should ideally be a real life situation, identified by the learner. Permission should be sought to create a case study on an individual.

Assignment 119 Understand models of disability (unit 119)

Task C – Fact Sheet

Complete the following table:

1. Explain how each model of care might affect legislation, policies and procedures and best practice principles.
2. Give an example of any specific legislation, regulation, policy or practice which demonstrates the model in action.

Model of care	How it affects legislation, policies and procedures and best practice principles	Specific example of policy, legislation or practice
Social Model of Care		
Medical Model of Care		
Psycho-social Model of Care		

Candidate assessment record

Assignment feedback and result sheet

Unit number and title	Assignment 119	Understand models of disability (unit 119)
Candidate's name		Enrolment number
Assessor's name		Centre number
Dates assignment submitted	1 st	
	2 nd	

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

Assessor/Tutor feedback to candidate on outcome of assessment

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signature

Date

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Candidate signature

Date

Internal verifier
signature

Date

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

Assignment overview

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

Tasks

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

- A Practical activity and written assignment
- B Written assignment

Assignment coverage

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

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

Task A Practical activity and assignment

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

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

Guidance note on Task A

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

Guidance for Assessors

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

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

Task B Written assignment

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

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

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

Guidance note on Task B

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

Reflective Action Point

Reflective practice is good practice. Therefore on completion of this unit please use the following to reflect upon your learning and practice. Whilst this is not an assessed task for this unit, the completed reflection will contribute to the Unit 8 assessment.

- 1 How has this unit influenced or affected your personal and professional awareness
- 2 Identify possible changes you could make to your professional practice or the way an organisation delivers services

NB note for editing meeting – mental well being, mental wellbeing or mental well-being? Needs to be consistent throughout units

Candidate assessment record

Assignment feedback and result sheet

Unit number and title	Assignment 120	Understand mental well-being and mental health promotion (unit 120)
Candidate's name		Enrolment number
Assessor's name		Centre number
Dates assignment submitted	1 st	
	2 nd	

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

Assessor/Tutor feedback to candidate on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to candidate on outcome of resubmission

Date of final assessment decision

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

Tutor/assessor's
signature

Date

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

Candidate signature

Date

Internal verifier
signature

Date

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

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General qualification information

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Centres

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

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E: centresupport@cityandguilds.com

Single subject qualifications

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

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F: +44 (0)20 7294 2413

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

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International awards

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

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E: intops@cityandguilds.com

Walled Garden

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

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