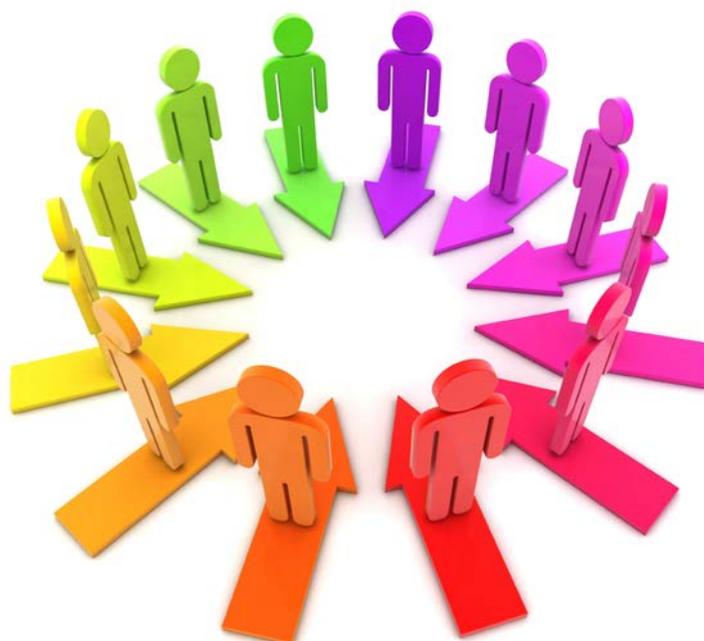


Level 3 Certificate in Working in Community Mental Health Care (3561-03)

Assignment guide
501/1157/7



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Level 3 Certificate in Working in Community Mental Health Care (3561-03)

Assignment guide

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1 About this document

This document is the assignment and marking guide for the Level 3 Certificate in Working in Community Mental Health Care (3561-03).

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

Assignment overview

Assignment coverage

Tasks

Candidate assessment record

For this qualification, candidates will be required to complete **all** the assessments for all of the mandatory knowledge-based units. All the assignments can be found on the City & Guilds website.

City & Guilds unit number	Unit title	Credit value	GLH
3561-301	Understand mental well-being and mental health promotion	3	14
3561-302	Understand mental health problems	3	14
3561-303	Understand mental health interventions	4	14
3561-304	Understand the legal, policy and service framework in mental health	5	16
3561-305	Understand care and support planning and risk management in mental health	4	14
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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.

Learners must obtain informed permission from chosen individuals or their advocates and must involve the service user or advocate and keep them at the centre of the assignment.

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 301 Understand mental well-being and mental health promotion (Unit 301)

Assignment overview

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

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 301 Understand mental well-being and mental health promotion (Unit 301)

Task A – Practical activity and written assignment

- 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 how may shared information from the activity be used to further develop this or these service user/s mental well-being and health.

Guidance note on Task A

As part of evidence for this task you must submit your own collage and/or a photograph alongside 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 appropriate 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 301 Understand mental well-being and mental health promotion (Unit 301)

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 well-being 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.

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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the requirements for validity, currency, authenticity and sufficiency**

Tutor/assessor
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 302 Understand mental health problems (Unit 302)

Assignment overview

This task requires that you produce accounts based upon **two** individuals you know, each of whom has a different diagnosis.

Tasks

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

- A Written assignment
- B Scenario and written assignment

Assignment coverage

Task	Task name	Learning outcomes covered
A	Written assignment	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3
B	Scenario and written assignment	2.4

Assignment 302 Understand mental health problems (Unit 302)

Task A – Written assignment

You should do the following:

- 1 Give a brief introduction to the individual and their situation including the diagnosis they have been given.
- 2 Explain the nature of this diagnosis according to either ICD or DSM.
- 3 Describe changes in the individual's emotions, thinking or behaviour which led to this diagnosis.
- 4 Identify **two** advantages and **two** disadvantages of receiving a psychiatric diagnosis.
- 5 Present the individual's perspective on the diagnosis they have been given.
- 6 Describe **two** theories/models that can explain the nature and causes of this type of mental health problem.
- 7 Describe the impact of this mental health problem on the individual.
- 8 Describe the impact of the individual's mental health problems on those important to them within their family, social or work network.
- 9 Suggest **three** forms of discrimination that the individual may have experienced in the past or may experience in the future.

Guidance note on Task A

It is important for you to consider how you will work with the individuals chosen in order to understand their viewpoint and to complete this task. You should ensure that you adequately reflect their views in your account.

Assignment 302 Understand mental health problems (Unit 302)

Task B – Scenario and written assignment

This task requires you to consider the following short scenario and produce a written response to the set questions.

Dan is a first year undergraduate studying engineering. During the summer break his parents notice that he seems distant and 'not himself'. Dan says he does not want to see his old friends. He spends most of the day alone in his room talking to himself and occasionally shouting obscenities. He appears to be neglecting his personal care and treats any social contact with suspicion. This is uncharacteristic behaviour and his parents are deeply concerned.

- 1 How might early intervention benefit Dan and his parents?
- 2 What types of intervention may be indicated by this brief scenario?
- 3 What if any are the referral systems for early intervention in your area?

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.

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Assignment 303 Understand mental health interventions (Unit 303)

Assignment overview

The purpose of this task is to work alongside an individual who has a mental health problem to identify their current needs using the form provided.

Tasks

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

- A Practical activity and written assignment
- B Activity and witness testimony
- C Written activity

Assignment coverage

Task	Task name	Learning outcomes covered
A	Practical activity and written assignment	1.1, 1.3, 1.4
B	Activity and witness testimony	2.1 3.1
C	Written activity	2.2, 2.3, 2.4, 2.5 3.1, 3.2

Assignment 303 Understand mental health interventions (Unit 303)

Task A – Practical activity and written assignment

Interventions will only be successful if they meet the needs of an individual. Most organisations will have a needs assessment tool they use to help them understand the needs of service users and/or carers. Strengths, capabilities, desires and aspirations must also be taken into account in order to build a balanced picture of needs when aiming to promote mental health and well-being.

You will need to complete the form together and then provide a written account addressing the following:

- 1 Give a short introduction to the individual and their situation.
- 2 Summarise the range of met and unmet needs which have been identified through this exercise and account for the personal and social factors which give rise to these needs.
- 3 Describe the key principles of effective needs assessment.
- 4 Describe how you applied the key principles when completing the task with your chosen individual.
- 5 Suggest ways in which using a tool such as this one, can be useful in promoting mental well-being and recovery.

Guidance note on Task A

It is important for you to consider how you will work with the individual in order to understand their viewpoint and to complete this task. Questions asked are prompts to allow the individual you have chosen to reflect on their current needs considering ways that both they and others may be able to meet any identified unmet needs.

You may choose to work with a carer if this is more appropriate to your role ie you are a carer support worker.

Before completing Task A please familiarise yourself with Task C as you may wish to ask the same individual to work with you on both tasks. For those candidates who are undertaking Unit 5, it will be helpful to review Task A at this juncture also.

Physical health needs	Degree to which your health needs are met	Action you could take to meet any identified unmet needs	What workers and services could do to help you meet these need
Describe your current state of physical health.	Fully Partially		
Do you feel you can easily access physical health services when you need them?	Not at all List unmet needs or requirements identified through this discussion:		
Describe your relationships with physical health workers such as General Practitioner or Dentist.			

Practical and Financial Needs	Degree to which your practical and financial needs are met	Action you could take to meet any identified unmet needs	What workers and services could do to help you meet these needs
Describe where you live and any practical or financial needs you may have.	Fully Partially		
How well do you manage on the money you receive?	Not at all List unmet needs or requirements identified through this discussion:		
Describe any support you receive to help you manage practical and financial aspects of your life.			

Social Needs	Degree to which your social needs are met	Action you could take to meet any identified unmet needs	What workers and services could do to help you meet these needs
List the people and groups you have regular contact with.	Fully Partially		
Have you experienced any discrimination and are there social situations you avoid?	Not at all List unmet needs or requirements identified through this		
How would you like to spend your time? Describe an ideal day	discussion:		

Psychological Needs	Degree to which your psychological needs are met	Action you could take to meet any identified unmet needs	What workers and services could do to help you meet these needs
Describe how you feel you cope on a day to day basis and what things you do which help	Fully Partially Not at all		
What support do you receive to help you manage your mental health and build on your mental well-being	List unmet needs or requirements identified through this discussion:		

Cultural and Spiritual needs	Degree to which your cultural and spiritual needs are met	Action you could take to meet any identified unmet needs	What workers and services could do to help you meet these needs
Describe any specific cultural needs you have.	Cultural Fully		
Describe any specific spiritual needs you have.	Partially Not at all		
	Spiritual		
	Fully		
	Partially		
	Not at all		
	List unmet needs or requirements identified through this discussion:		

Assignment 303 Understand mental health interventions (Unit 303)

Task B – activity and witness testimony

When considering mental health interventions in Tasks B and C, it could usefully be said that whilst ‘everything works for somebody, nothing works for everybody’ and so it is important to consider the strengths and limitations of all approaches.

This task requires you to formulate an argument for and against the two main physical interventions used within the mental health system:

- a) drug treatment
- b) electro-convulsive therapy (ECT).

You will need to research and prepare a five minute talk covering arguments for and against both interventions. You must identify someone who is knowledgeable in this area and who is happy to provide evidence for you in the form of a witness testimony. Appropriate people would be a line manager, senior colleague or a professional from a mental health team. The witness testimony must be on headed notepaper and confirm that you delivered the information showing a balanced viewpoint and accurate knowledge. You must submit your written preparation notes and information sources for assessment.

Guidance note on Task B

In the event that an appropriate person in the workplace is not available for example in certain volunteering roles, your assessor may agree to act in this role. A written record will need to be completed by your assessor.

Assignment 303 Understand mental health interventions (Unit 303)

Task C – Written assignment

This task should be based on an individual with mental health problems who has experienced at least **three** different interventions or approaches. Physical interventions eg drug treatments or electro-convulsive therapy (ECT) will count as one choice. Produce a written account addressing the following:

- 1 Give a short introduction to the individual and their situation.
- 2 Describe the interventions or approaches they have experienced showing clear knowledge of each approach.
- 3 Explain the strengths and limitations of each intervention or approach both in general terms and also from the viewpoint of the individual you have chosen.
- 4 Explain how each intervention or approach might have been selected as appropriate for that individual and the underpinning principles and values that may have influenced that decision.
- 5 Suggest barriers that individuals may face when wishing to access the full range of intervention options you have explored during this unit.

Guidance note on Task C

It is important for you to consider how you will work with the individual chosen in order to understand their viewpoint and to complete this task. You should ensure that you adequately reflect their views in your account. It may be beneficial to base this work on the same individual as chosen for Task A.

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.

Target date and action plan for resubmission (if applicable)

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signature

Date

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Candidate signature

Date

Internal verifier
signature

Date

Assignment 304 Understand the legal, policy and service framework in mental health (Unit 304)

Assignment overview

This task requires you to draw a map of the main statutory and independent agencies involved in mental health services in your local area alongside a written account.

Tasks

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

- A Written assignment
- B Map of agencies and written assignment
- C Charter of rights and written assignment

Assignment coverage

Task	Task name	Learning outcomes covered
A	Written assignment	1.1, 1.2,1.3, 1.4,1.5
B	Map of agencies and written assignment	2.1, 2.2, 2.3, 2.4, 2.5
C	Charter of rights and written assignment	3.1, 3.2, 3.3, 3.4, 3.5, 3.6

Assignment 304 Understand the legal, policy and service framework in mental health (Unit 304)

Task A Written assignment

Task A – Written assignment

This task requires you to show knowledge of legislation and national policy relevant to mental health services.

- 1 Explain the key points of mental health legislation within your own country.

- 2 Name the legislation relevant to **two** of the listed areas below in your country
 - mental capacity
 - disability rights
 - human rights
 - eligibility for services
 - safeguarding vulnerable adults
 - health and safety
 - data protection.

- 3 Provide a summary of each of the **two** pieces identified explaining how each is relevant to working with individuals with mental health problems.

- 4 Name and describe **one** current national policy initiative within your country relevant to working with individuals with mental health problems.

- 5 Suggest and give a brief description of any legislation or national policy relevant to carers of people with mental health problems within your country.

Assignment 304 Understand the legal, policy and service framework in mental health (Unit 304)

Task B – Map of agencies and written assignment

Part 1 - Mapping Exercise

The map must show:

- 1 The relationship between the different agencies.
- 2 Where the following professionals/workers are located:
 - mental health nurses
 - support workers
 - general practitioners
 - psychiatrists, occupational therapists
 - psychologists
 - social workers/care managers
 - independent advocates.

You may construct your own individual map or you may choose to work with other candidates in a small group to produce a shared map. If you choose the group option you will need to present the map to your assessor as a group and he or she may ask you questions to clarify your individual contribution to the task.

Part 2 – written account

You must address the following:

- 1 Choose **five** of the above named professionals and describe their role and responsibilities.
- 2 Choose **one** statutory and one independent agency from your map and describe their main roles and responsibilities.
- 3 Explain why carers should be involved in service delivery both on individual and strategic levels.
- 4 Suggest ways that carers can be meaningfully involved in the planning and delivery of mental health services.

Guidance note on Task B

The term 'map' refers to a visual representation of local service provision. It is likely to take the form of a chart however assessors may use their discretion in enabling candidates to achieve the task.

Put more detailed information in the FAQ document

'Statutory' refers to agencies that have been established by or have powers or duties established by law.

'Independent' refers to agencies that do not have these duties or powers, which will be either voluntary or private.

Voluntary' refers to agencies that have not been established by law and which may be provided or supported by voluntary action. However voluntary agencies will have responsibilities under the law.

'Private' refers to agencies established as businesses and which are generally profit making. Private agencies will also have responsibilities under the law.

Assignment 304 Understand the legal, policy and service framework in mental health (Unit 304)

Task C – Charter of rights and written assignment

- 1 Produce a charter of rights appropriate for use in the broad range of mental health services and applicable to both service users and carers. The charter of rights must include at least **five** rights. Describe each right, its accompanying responsibilities and your reason for choosing it.
- 2 Explain why workers should promote the rights of, and challenge discrimination against, individuals with mental health problems.
- 3 Describe a situation from your own experience where the rights of an individual service user or carer have been threatened or are in conflict with the rights of others.
- 4 Explain how you/others intervened in this particular situation outlining how rights were promoted and discrimination challenged.
- 5 Describe how independent advocacy was or could have been used appropriately in this situation.

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.

Target date and action plan for resubmission (if applicable)

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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 305 Understand care and support planning and risk management in mental health (Unit 305)

Assignment overview

Care planning based on good practice principles can be an effective means of meeting the needs of individuals. This task requires you to use your knowledge of good practice principles to reflect on the care planning process in practice.

Tasks

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

- A Activity and written assignment
- B Written assignment

Assignment coverage

Task	Task name	Learning outcomes covered
A	Activity and written assignment	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8
B	Written assignment	2.1, 2.2, 2.4, 2.3, 2.5

Assignment 305 Understand care and support planning and risk management in mental health (Unit 305)

Task A – Activity and written assignment

Part 1 – Produce a care plan

- 1 Produce a written care plan based on an individual person. You may undertake this task in one of the following ways:
 - reproduce a care or support plan you have been involved with being careful to change any identifying names or facts
 - use a blank care/support plan to undertake the exercise with an individual ensuring you protect their identity.

Part 2 – Written assignment

Provide a commentary on this care/support plan which includes the following:

- 1 Brief introduction describing the person's current circumstances.
- 2 Description of how the care/support plan was drawn up.
- 3 Evaluation of this process against best practice principles, identifying things that have been done well and things that could be improved upon.
- 4 Reflection on how the particular needs of this person have been addressed in the plan, including things that have been done well and things that could be improved upon.
- 5 Explain how this plan can be monitored and reviewed considering who should be involved in this process.
- 6 Suggest ways to enable service users to take a full and active part in care/support planning.
- 7 Suggest ways to enable carers to take an effective and appropriate part in the care planning process.
- 8 Describe three possible differences or areas of conflict that could occur between individuals involved in the care planning process and identify ways of overcoming each of these.

Guidance note on Task A

You may wish to use the individual you chose for Unit 3 Task A and submit the completed form as supporting evidence of needs assessment.

Assignment 305 Understand care and support planning and risk management in mental health (Unit 305)

Task B – Written assignment

There are **four** broad categories with which we can understand the main types of risk. These are:

- Risk of harm to self
- Risk of harm to others
- Risk of being harmed by others
- Risk of being harmed by mental health services

- 1 Consider all four of the broad categories and drawing on your own experiences and give **one** example of a type of risk to illustrate each category.
- 2 For each of the examples given, identify risk factors which should be considered during a risk assessment.
- 3 How could the identified types of risk and associated risk factors be addressed in an individual risk management plan.
- 4 Identify who can contribute to risk management and explain why working collaboratively is key to effective practice.
- 5 Describe what is meant by positive risk taking and give examples.
- 6 Provide a summary of a national suicide prevention strategy relevant to your country, and consider how it should inform effective risk management processes.

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.

Target date and action plan for resubmission (if applicable)

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Candidate signature

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Internal verifier
signature

Date

Assignment 306 Use effective communication and build relationships in mental health work (Unit 306)

Assignment overview

This task requires you to provide evidence of your ability to apply key principles and skills which underpin effective communication and relationship building.

Tasks

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

- A Written assignment
- B Scenario and written assignment
- C Reflective account

Assignment coverage

Task	Task name	Learning outcomes covered
A	Written assignment	1.1, 1.2, 1.3 2.1
B	Scenario and written assignment	2.3, 2.4, 2.5, 2.7
C	Reflective account	2.2 3.1, 3.2, 3.3, 3.4, 3.5

Assignment 306 Use effective communication and build relationships in mental health work (Unit 306)

Task A – Written assignment

- 1 You must describe your understanding of each principle or skill listed below giving a practical example of its application from your own experience
 - Reliability
 - Being genuine
 - Non-judgemental
 - Unconditional positive regard
 - Being clear about boundaries
 - Positive attitude and hopefulness
 - Showing empathy
 - Non-verbal skills
 - Questioning skills
 - Reflecting
 - Paraphrasing
 - Summarising.

- 2 Evaluate the role of effective communication in collaborative working and promoting, commenting on how this is linked to the person centred approach.

Assignment 306 Use effective communication and build relationships in mental health work (Unit 306)

Task B – Scenario and written assignment

This task requires you to consider the following short scenario and produce a written response to the set questions.

Scenario

Poppy is a mental health service user who lives with her mother Muriel. Poppy's care plan review meeting is scheduled for 2pm today at the local mental health centre. It is now 2.45pm and although several of Poppy's support team said hello when they came through reception earlier, no-one has explained to either Poppy or Muriel what is happening. Poppy says she isn't bothered because she is used to being kept waiting. Muriel feels annoyed as she took the afternoon off work.

Poppy's Community Psychiatric Nurse John comes into reception, apologises for the delay and takes Poppy and Muriel to the review meeting. They pass Poppy's psychiatrist on the way and John explains that she is unable to stay for the rest of the meeting because she has an important appointment.

There are several people in the meeting Poppy and Muriel have not met before. John begins by asking Poppy questions about her progress and in particular her medication regime. The atmosphere feels strained and Poppy who is anxious, speaks very quietly. Muriel attempts to support her daughter by talking about Poppy's achievements. John interrupts by pointing out that there is allocated space for carers to speak later in the meeting. Muriel is furious but says nothing.

Written account

- 1 Identify the barriers to communication and relationships highlighted in this scenario.
- 2 For each barrier identified, suggest practical ways these may be overcome.
- 3 Provide examples of similar barriers to communication and relationships you have experienced, identifying the impact of these on the individuals concerned.
- 4 Suggest the contribution advocacy could make in supporting Poppy and Muriel.

Assignment 306 Use effective communication and build relationships in mental health work (Unit 306)

Task C – Reflective account

This task requires you to reflect on a situation in which you have supported an individual with mental health problems in their relationship with either a carer/supporter, friend, family member or other significant person in their social network. You should do the following:

- 1 Give a brief introduction to the individual, the relationship, their situation and your role.
- 2 Describe the impact of the individual's mental health problems on their relationship with the other person.
- 3 Describe the needs of both the individual you have chosen and the other person.
- 4 Describe the ways that you have supported this individual in initiating, sustaining, changing, developing or ending the relationship with the other person.
- 5 Reflect on the effectiveness of your intervention.
- 6 Describe the factors that can impact on the ability of individuals with mental health problems to develop or maintain strong social networks and explain the importance of relationships for promoting well-being and mental health.

Guidance note on Task C

There will be some candidates for this award who will not have contact with family members/carers/supporters. If this applies you should discuss your situation with your assessor and agree an appropriate substitute such as someone who shares accommodation with the person or a situation that involves a mental health worker.

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.

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
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 307 Enable mental health service users and carers to manage change (Unit 307)

Assignment overview

This task requires you to work in a project group of 3-5 people to prepare and deliver a presentation. The presentation should last for 30 minutes and include time for questions about the content of the presentation. NB feedback is a separate activity.

Tasks

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

- A Presentation
- B Force field analysis

Assignment coverage

Task	Task name	Learning outcomes covered
A	Presentation	1.1, 1.2, 1.3, 1.4 2.1
B	Force field analysis	2.2, 2.3

Assignment 307 Enable mental health service users and carers to manage change (Unit 307)

Task A – Presentation

The topic of the presentation is 'The impact of change' and it must address all of the following issues:

- 1 The positive and negative changes that may be experienced by individuals with mental health problems.
- 2 How mental health problems may affect an individual's ability to cope with and manage change.
- 3 The positive and negative changes that may be experienced by carers, family, friends and others in the individual's network.
- 4 A theory of change and how this helps to understand the impact of change and how individuals respond in different ways to changes.
- 5 Personal experiences of change and strategies group members have devised to cope with these.

You will be expected to meet with others in your group on a minimum of two occasions. If you are undertaking the Level 3 Certificate through distance learning it may be difficult for you to meet in person. If this is the case contact can be made via email, telephone or post.

At the first meeting the group will be required to discuss ideas and agree and record an action plan for preparing the presentation. The action plan should identify a task for each person to carry out. Each group member will also be required to keep diary notes on their work towards the presentation. The action plan and the diary notes must be submitted to your assessor in addition to carrying out the presentation. It is important that all tasks both before and during the presentation are shared out equitably in order that each group member has the opportunity to be fairly assessed against the assessment criteria.

At the final meeting group members should check that they are prepared and agree a contingency plan in the event that a group member is unable to attend the presentation due to illness or other unforeseen problems.

The group can select the presentation methods. You should take into account individual skills and preferences, the best method for conveying the content of your presentation and the requirement to demonstrate that you have met the assessment criteria. You may use one method or a combination of methods. Examples of presentation methods include:

- Creative media such as poetry, music, dance, theatre, quizzes or game show formats
- Role-play
- A visual display such as a poster
- An oral presentation
- Oral presentation with written materials
- Films or audiotapes
- Overhead projector slides or software package.

The presentation should last approximately 30 minutes.

Guidance to assessors

Assessors are required to produce evidence showing how the group has met the unit criteria for example you could film the presentation or provide written observational records. This documentation is in addition to and not a replacement for individual candidate assessor feedback. You may need to ask questions at the end of the presentation to ensure that candidates have met the set criteria. NB good practice indicates that this is an opportunity for candidates to practise peer assessment.

Assignment 307 Enable mental health service users and carers to manage change (Unit 307)

Task B – Force field analysis

This task should be based on an individual you know who has a mental health problem in their lives. The individual that you select should be someone for whom a specific change is likely to bring benefits but for whom the change is difficult to achieve. For example, the change could involve moving into a more independent living situation or reducing their intake of alcohol.

In any change there are likely to be internal forces driving an individual forward or holding them back. Internal forces are forces that arise from the individual's thoughts, feelings, needs or wants. External forces arise from the individual's environment and these may include positive resources such as having a good friend who is prepared to help and motivate or external threats if a change is not achieved, for example sanctions under a tenancy agreement.

The task requires you to explore these issues and to:

- 1 Give an introduction to the individual, their situation and your role
- 2 Complete the force field analysis worksheet in collaboration with the individual (an example has been provided).
- 3 Identify specific ways in which the individual can maximise the driving forces and minimise the effects of the forces holding them back.
- 4 Describe specific ways in which you could give practical and emotional support during this process of change.
- 5 Produce a SMART action plan showing how small steps can be used to support the individual in managing this change (an example has been provided).

Guidance notes on task B

When you are completing the force field analysis you must do the following:

- identify at least **one** internal force for each column
- identify at least **one** external force for each column
- Scale the forces 1-5 where 1 is weak and 5 is strong.

When you are completing the SMART action plan with the individual, you both need to choose the three strongest forces for and against change and indicate how increases and decreases in the strength of these forces can lead to change.

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.

Force field analysis

Specific change identified: Joining a night class in cookery

Forces towards change scaled 1-5

1  5

I would like to meet new people (3)

I would like to improve cooking skills (4)

I could do with more confidence (3) (Internal)

It would be a regular activity (2)

It would feel good to do something for myself (2)

I would feel good about myself for attending and cooking new meals (3)

It would help me to feel more like other people (3)

I would feel more independent (4)

I could cook better meals for my son (4) (External)

My son would be proud of me (3)

Forces against change scaled 1-5

5  1

It will cost money (4) (External)

It might be difficult to attend regularly (3)

The group might not accept me (4)

Getting there might be difficult (3)

What if I cannot cope with the learning (2)

I will feel like the “odd one out” (3)

Who’ll look after my son (4)

What if I choose the wrong course – there is so much choice (3)

I am afraid of making a fool of myself (3) (Internal)

When you are completing the force field analysis you must do the following:

- identify at least **one** internal force for each column
- identify at least **one** external force for each column
- Scale the forces 1-5 where 1 is weak and 5 is strong.

Forces for change

Increasing Forces for Change

Goal

“I would like to improve my cooking skills “

“What would move this from a 4 to a 5?”

Goal: By Thursday make a list of what you can already cook and a list of what you would like to be able to cook

“Being more specific “

“I could cook better meals for my son”

“What would increase this from a 4 to a 5?”

Goal: I will spend 30 minutes with my son next Tuesday asking him to choose meals he would like from a recipe book

“ Having a clearer idea of what he would like “

“I would like to feel more independent”

“What would increase this wish from a 4 to a 5? “

Goal: Spend an hour with your support worker, next week, talking about what independence means to you

“Having a better understanding of why independence is important to me “

Forces against change	Decreasing Forces against change	Goal
"It will cost money"	"What would reduce this from a 4 to a 3?" "Better information, finding out how much "	Goal: I will go to the local library on Monday and ask for leaflets on local courses
"Who will look after my son"	"What would move this from a 4 to a 3?" "Looking for help "	Goal: "Making a list of relatives and friends I could ask to help out"
"The group might not accept me "	What would change this from a 4 to a 3?" "Being more confident in meeting people"	Goal: Rehearse introducing myself to a new group, explore what I would say with my support worker

When you are completing the SMART action plan with the individual, you both need to choose the **three** strongest forces for and against change and indicate how increases and decreases in the strength of these forces can lead to change.

Task B – force field analysis

Specific change identified:

Forces towards change scaled 1-5	Forces against change scaled 1-5
1 5	5 1
1	
2	
3	

Action Plan using SMART Goals

Forces for change	Increasing Forces for Change	Goal
1		
2		
3		

Forces against change	Decreasing Forces against change	Goal

When you are completing the SMART action plan with the individual, you both need to choose the **three** strongest forces for and against change and indicate how increases and decreases in the strength of these forces can lead to change.

Target date and action plan for resubmission (if applicable)

Assessor/tutor feedback to candidate on outcome of resubmission

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Tutor/assessor
signature

Date

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

Candidate signature

Date

Internal verifier
signature

Date

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