Level 2 Certificate in Understanding Children and Young People’s Mental Health

**Assessment 1**

**Learner contact details:**

**Name:**

**Contact address:**

**Postcode:**

**Mobile Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Home Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Preferred Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Preferred Contact Time(s) (*please circle)*: Morning / Early Afternoon**

**Late Afternoon / Anytime**

**Email:**

**Learner declaration**

I confirm that the answers in Assessment 2 were completed by me, represent my own ideas and are my own work.

**Learner signature: Date:**

**If you need any help in completing these assessments, refer to the relevant section within Workbook A, or contact your Assessor/Tutor.**

**Assessment guidance**

**Please complete ALL of the answers to the questions in each section, and submit these together.**

**This assessment workbook contains questions in relation to the information provided in your learning resource pack.**

**Please:**

* Read your learning resource before attempting to answer these assessment questions
* Fully complete, sign and date the candidate information on the front sheet
* Answers **ALL** questions **IN FULL**
* Do not copy text directly from the resource. The answers **must** be in your own words
* Look to use further sources of information to support your learning (above and beyond what is provided in your learning resources). Where you use other sources of information to support your assessment responses, please reference the source.
* Check you have answered each question fully before submitting to your tutor for marking
* Make sure you supply any research material together with your assessment.

**(Please read each question carefully as there may be more than one answer)**

You must fully complete each of the questions within this assessment in order to achieve this unit. Once you have completed this assessment, your Assessor/Tutor will review your responses and provide you with detailed written feedback. The purpose of the feedback is to:

* Provide guidance and support to enable you to meet each of the assessment criteria
* Provide comment on the validity, accuracy and sufficiency of your answers
* Record any discussions that have taken place between you

Once your Assessor/Tutor has reviewed your responses, they may give your assessment back to you and ask you to amend some of your answers if they do not meet the criteria. If this happens, your Assessor/Tutor will explain what you need to do. Once you have amended your answers, you will need to resubmit your assessment to your Assessor/Tutor.

Once your Assessor/Tutor has confirmed that your assessment meets the required standard they will submit your work for moderation. This will show that the work has been completed to the Assessor’s/Tutor’s satisfaction.

A sample of your work may also be reviewed by an Internal Moderator. Their role is not to assess your work as this is the responsibility of your Assessor/Tutor. The reason for this sampling is to monitor the consistency and quality of the marking and feedback that you received from your Assessor/Tutor.

**Essentials for completing your assessments**

**✓** Complete all questions in the workbook.

**✓** Always write in black ink, and write your answers clearly.

**✓** Write your answers in the spaces provided. If you require additional space, use

a separate piece of paper, making sure your name is clearly visible.

**✓** If you need any additional support, please contact your Assessor/Tutor.

**✗** Please do **NOT** write your answers in pencil.

**✗** Please do **NOT** use correction fluid within your workbook, e.g. Tippex.

Please note: if you are submitting your assessments by post, it is recommended that you make a copy prior to sending.

**Key terms**

In order to meet the assessment criteria, it is important that you answer all questions completely. Take care to read the assessment question properly. Some will ask you to ‘identify’, whilst some will ask you to ‘describe’ or give examples. The following information will help you to achieve the requirements of each of the assessment criteria.

**Describe:** If you are asked to describe something, you should state the features in such a way that another person could recognise what you are describing if they saw it. An example might be: Describe a donkey. It would be insufficient to state “has four legs and a back” as this could be a chair. A description stating “a four-legged animal, long tail and main, similar to a horse but generally smaller, makes a unique sound like “eeyor” often repeatedly” would probably allow another person to recognise your description as a donkey.

**Explain/discuss:** Give details which make what you are trying to say clear to the reader. As a general rule, this type of question requires the most in-depth answer.

**Identify:** This means to give sufficient detail so that someone else can recognise your description. This is sometimes used instead of “state”, so think what the question is asking for.

**Demonstrate:** Means just that. Show someone what you do.

**Outline:** This type of question needs a brief answer which does not include much detail, but covers all steps, stages or parts involved. A question asking you to outline how you would catch a train would require an answer along the lines of “check train times, choose train, go to station, buy ticket and board train”. It would not expect you to include the detail of **how** you would do these things. The following questions will provide you the opportunity to demonstrate the depth of your new learning, which you have developed through the use of your learning resources and any further reading you have undertaken.

**Examples:** Throughout this assessment, it is expected that you demonstrate your understanding through the use of examples so that you can apply your learning to real life situations. In addition, at times throughout your assessment, you will have the opportunity to apply what you have learnt to ‘case study scenarios’, with the aim of encouraging you to think harder about your learning in relation to work-related situations.

Remember to review your assessment, so that you can present the expected level of evidence for each question. The content provided throughout your learning resources will help to support your answers. However, you are encouraged to perform wider reading using other forms of information so that the depth of your knowledge is enhanced.

**Internal/external moderation**

At the end of the course, once your Assessor/Tutor has indicated that all learning outcomes have been achieved, your work may be submitted for Internal Moderation. The Internal Moderator will confirm that your Assessor/Tutor is consistently and fairly marking work to the required standard. An External Moderator, employed by the Awarding Organisation, will also check your work to ensure that it has been assessed in-line with their agreed standards.

**Certification process**

When you have successfully achieved all of the assessments for the qualification, your Certificate will be requested from your Awarding Organisation and sent to you in recognition of your achievement.

Finally, it is important that you meet your assessment deadlines so that your progress can be maintained and to ensure that you complete your qualification on time.

**Good luck, we hope you enjoy your course, and remember we are always here to support you.**

**Distance Learning - Introduction**

Before you start on your assessment please take a few minutes to introduce yourself to your assessor.

**Please tell them about your reasons for undertaking the course.**

**Please tell them about your personal goals once you have completed the qualification.**

**Please tell us where you work and your work role if applicable. If you aren’t working at the moment, please tell us about any previous work/volunteer roles you have had.**

**Please tell your assessor anything else they may need to know about you e.g. factors that may impact on your learning and /or hinder you from achieving the qualification.**

**Thank you.**

Unit 1: Understand the principles of mental health concerns in the context of children and young people

Question 1. Explain these mental health terms, commonly used in the context of mental health. (1.1)

|  |  |
| --- | --- |
| 1. **Emotional intelligence** |  |
| 1. **Mental health** |  |
| 1. **Mental ill health** |  |
| 1. **Resilience** |  |
| 1. **Self-esteem** |  |

Question 2. Describe: (2.1, 3.1)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. A range of common mental health concerns in children and young people.   Here are some examples to help you:   |  |  | | --- | --- | | * Anxiety disorders | * PTSD | | * Eating disorders | * Stress/depression | |
| 1. A range of common mental health concepts and how they relate to one another in the context of children and young people’s mental health. |

**Read the following scenario before answering the assessment question below.**

Suzanne works as a Behavioural Support Worker within a primary school. She currently supports two pupils within the nurture room. She has become increasingly concerned about the behaviour of one of the pupils. Joshua, who has started to sit by himself in a corner, talking to himself and has become violent towards others, including staff. The staff have monitored him for a period. They were aware that there had been episodes of domestic violence within the family who were being monitored by social services. His class teacher Miss Smith has expressed to the SENCO that she has noticed quite a few incidents where he has just been sat talking to himself, and she feels that he may be experiencing a mental health condition. The SENCO has suggested that he be assessed and to take results from this to bring in relevant support services.

Question 3. Using the scenario above, explain the application of the Care Programme Approach in the context of children and young people’s mental health. (4.1)

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|  |

**Read the following scenario before answering the assessment questions below.**

Simon is an eight year old boy who is adopted. He has lived with his adoptive mum and dad since he was five years old. When he first went to live with his adoptive parents, he would display various outbursts of behaviour and frustration, and the school would constantly inform his mum of his outbursts of behaviour whilst in school. The behaviour settled down over time; however, when he was eight years old, his mum was diagnosed with cancer, so he spent most of his time with his dad or other members of the extended family whilst she received treatment. When his mum was in remission and returned to the family home, things started to return to some sort of normality. One day, his mum took him out in the car to the shops. Whilst out in the car he informed his mum that something in his head was telling him to open the car door, whilst it was moving. His mum sought support and advice from the adoption support team. You are the adoption support advisor, and you have been asked by your senior to monitor him.

Question 4: Using the scenario above, describe the journey of recovery a child or young person will experience when recovering from a mental health concern. (4.2)

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Unit 2: Legislation and best practice relating to children and young people’s mental health

Question 1: Identify and summarise the main points of six pieces of legislation that support children and young people with mental health concerns. (1.1,1.2)

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| --- |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |

Question 2. Define: (1.3,2.1)

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| --- |
| 1. The phrase ‘person centred approach’ |
| 1. Safeguarding |

**Read the following scenario before answering the assessment question below.**

Adam is a 15 year old boy who is studying for his GCSEs. He has disclosed to his maths teacher Mr Smith that he is struggling with his studies, as home life is very stressful because his dad is drinking a lot, which has caused arguments within the family. He has also informed Mr Smith that he has been having panic attacks, not sleeping well during the night and experiencing night sweats. Mr Smith suggests to Adam that he should maybe complete his revision studies at school and states that he will support Adam with this. Adam has asked Mr Smith to keep what he has disclosed to himself, as it would only cause more arguments and friction amongst the family.

Question 3. Using the scenario above:

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| --- |
| 1. Explain how the rights of a young person or child with a mental health concern can be protected, referring specifically to Adam’s situation. (2.2) |
| 1. Describe Mr Smith’s duty of care to Adam. (2.3) |

**CONGRATULATIONS!**

**You have now completed your Assessment 1. Please make sure you have completed all questions fully and you have filled in the front cover page with your personal details.**

**You now need to submit your answers to be marked. Please follow the instructions as detailed in your induction.**

**Your tutor will mark your work and provide robust feedback. Should your paper be referred, you will be required to resubmit answers until you have passed.**

**Please contact our support team if you require any further advice or guidance.**