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| **Assessment** |
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| The purpose of the assessment questions that follow is to provide evidence that you have met the requirements set out by the awarding body in order to pass the course. The information and activities in the learning materials will help you complete this assessment. If you have any difficulty in answering any of the questions, please contact your tutor/learning provider who will provide you with help and guidance. |
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| Upon successful completion of this qualification, learners will be awarded the NCFE CACHE Level 2 Certificate in Understanding Mental Health First Aid and Mental Health Advocacy in the Workplace (QRN: 603/5148/2). This CACHE branded qualification is certified by the Awarding Organisation, NCFE. |
| **Good luck with your studies!** |

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| **Assessment** | | | | |
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| **After completing your assessment, please email it to your tutor/learning provider.** | | | | |
| **ADVICE TO ALL CANDIDATES**   * Please complete both the personal details and candidate statement boxes below. * Complete all the questions in this assessment. * **Please ensure that the answers you provide are in your own words.** * Type your answers in the space provided. * You do not need to return your completed activities for the units – just this document. * Please note that for the purposes of assessing your work, we will assume your typed name is a valid alternative to your signature. * If you require any assistance or guidance please contact your tutor/learning provider. * Save a copy of your work before you return it to your tutor/learning provider. | | | | |
| **PERSONAL DETAILS** | | | | |
| Name |  | | | |
| Contact address |  | | | |
| Postcode |  | | | |
| Telephone no. |  | Evening |  | Day |
| Email |  | Home |  | Work |
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| **CANDIDATE STATEMENT**  I confirm that the answers in this assessment were completed by myself and are my own work.  Signature (type name):  Date: | | | | |

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| **USEFUL TIPS**  To help you understand what is required when you answer these assessments, below is a summary of the words that might appear in the questions. Alongside each verb there is guidance on how you should answer the question. Please read the questions and question types carefully before starting to write your answers. | |
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| **Question type** | **Explanation** |
| Define | State the precise meaning of a word or phrase. |
| Describe | Write about the subject giving detailed information. |
| Explain | Provide details about the subject with reasons showing how or why. Some responses could include examples. |
| Give examples | Provide some (or the requested number of) examples with a brief explanation where possible. |
| Identify | List or name the main points with a brief explanation. |
| List | Make a list of key words, sentences or comments that focus on the subject. |
| Outline | Explain or summarise the main features or points. |
| State | Give the main points clearly in sentences. |

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| Assessment 1.1: Understanding mental health and mental ill health | |
| (The reference in brackets at the end of each task refers to the assessment criteria for the learning outcomes of this qualification and is for your tutor's/assessor's use.) | |
| 1. Define what is meant by the following. (1.1) | |
| a) | Mental health: |
| b) | Mental ill health: |
| 2. Explain what is meant by the mental health continuum. (1.2) | |
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| 3. Describe factors that may increase the risk of mental ill health in individuals in the following environments. (2.1) | |
| a) | Factors inside the working or learning environment: |
| b) | Factors outside the working or learning environment: |
| 4. Using the headings below, explain how physical health can affect mental health. (2.2) | |
| a) | Physical activity and exercise: |
| b) | Diet and nutrition: |
| c) | Rest and sleep: |

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| Assessment 1.2: Understanding different types of mental ill health | |
| 5. Describe four different types of mental ill health along the mental health continuum, and identify the signs and indicators of each of these conditions. (3.1 & 3.2) | |
| Example of mental ill health (description) | Signs and indicators |
| Example of mental ill health (description) | Signs and indicators |
| 5. Continued | |
| Example of mental ill health (description) | Signs and indicators |
| Example of mental ill health (description) | Signs and indicators |

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| Assessment 1.3: Recognising and responding to a mental health crisis |
| 6. Identify the steps to take to support an individual who is facing a mental health  crisis. (4.1) |
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| Assessment 2.1: The importance of positive relationships and a person-centred approach | |
| 7. Explain how mental ill health can impact on the following. (5.4) | |
| a) | Self: |
| b) | Family, friends and colleagues: |
| c) | Learning/education: |
| 7. Continued | |
| d) | Work/employment: |
| e) | Day-to-day living: |
| 8. Explain the importance of positive relationships when supporting individuals with mental ill health. (1.2) | |
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| 9. Describe characteristics of positive relationships. (1.1) | |
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| 10. Explain the importance of effective communication when supporting individuals with mental ill health. (1.2) | |
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| 11. Define the term ‘person-centred’. (2.1) | |
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| 12. Describe the importance of a person-centred approach for mental health. (2.2) | |
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| Assessment 2.2: Helping people to get support | |
| 13. Using the headings below, describe different ways to support an individual with mental ill health. (1.3) | |
| a) | Early intervention: |
| b) | Short-term support: |
| 13. Continued | |
| c) | Long-term support: |
| d) | Supporting hope and recovery: |
| 14. Explain the importance of recognising own responsibilities and limitations in relation to supporting the mental health of others. (3.1) | |
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| 15. Identify when it may be necessary to refer to others when supporting individuals with mental ill health. (3.2) | |
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| 16. Explain the role of the qualified mental health first aider. (3.3) |
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| 17. Explain the importance of seeking support for own mental health. (4.1) |
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| Assessment 2.3: The impact of attitudes and perceptions of mental health |
| 18. a) Outline stigma relating to mental health illness. (5.1) |
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| b) Outline stereotypes relating to mental health illness. (5.1) |
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| 19. Describe three ways in which attitudes and perceptions can influence an individual with mental ill health. (5.2) | |
| a) |  |
| b) |  |
| c) |  |
| 20. Summarise the impact media can have on an individual’s mental health and well-being. Include both the positive and negative influences the media has on public attitudes and perceptions. (5.3) | |
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| Assessment 3.1: Understand how the law and policy can support mental health |
| 21. a) Identify relevant legislation in relation to mental health provision. (1.1) |
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| 21. b) Identify relevant guidance in relation to mental health provision. (1.1) |
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| 22. Identify drivers in relation to mental health provision. (1.2) |
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| 23. a) Describe how government policy can support people’s mental health. (1.3) |
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| b) Describe how organisational policy can support people’s mental health. (1.3) |
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| Assessment 3.2: Mentally healthy environments | |
| 24. Explain the importance of promoting mentally healthy environments in the workplace. (2.4) | |
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| 25. Describe five strategies to promote well-being. (2.1) | |
| a) |  |

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| 25. Continued | |
| b) |  |
| c) |  |
| d) |  |
| e) |  |
| 26. Outline sources of information, resources and support for mentally healthy environments. (2.2) | |
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| 27. Identify strategies to reduce barriers to accessing mental health support. (2.3) | |
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| Assessment 3.3: Wellness action plans |
| 28. Define what is meant by a wellness action plan. (3.1) |
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| 29. Identify the key components of a wellness action plan. (3.2) |
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| 30. Explain the importance of a wellness action plan for the individual and others. (3.3) |
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| **Well done!**  You have now completed the assessment questions. Please email it to your tutor/learning provider for marking and feedback. If you need any further help or guidance, please contact your tutor/learning provider. Don’t forget to complete the ‘Personal details’ and ‘Candidate statement’ boxes on the front page of this assessment. You should also remember to save a copy of your work before emailing it. |