**MARK SHEET – Understanding Mental Health in the Workplace**

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| **Centre Number :** |  | | | | **Centre Name :** | |  | | | | | | |
| **Learner Registration No :** |  | | | | **Learner Name:** | |  | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | | | 1. **Learner named above confirms authenticity of submission.** 2. **ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation.  By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.**   **However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: □** | | | |
| **Learning Outcome/Section 1:** Understand why mental health matters in the workplace | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC** | |
| AC 1.1  Explain why understanding mental health in the workplace is important | | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | | **Good Pass [ca. 9/12]** | | | |  | |
| * Why understanding mental health in the workplace is important is not explained, or the explanation is incorrect or inappropriate * Mental health is merely defined or described with no explanation as to why it is important in the workplace | | * Appropriate accounts of key characteristics of mental health are given in order to provide a limited explanation of why understanding mental health in the workplace is important | | | | * Detailed accounts of a wide range of characteristics of mental health are given in order to fully explain why understanding mental health in the workplace is important | | | |
| / 12  (min. of 6) | Pass or Referral |
| **Section comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Understand the spectrum of mental health | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC** | |
| AC 2.1  Explain how common mental health myths can be challenged | | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | | **Good Pass [ca. 9/12]** | | | |  | |
| * How common mental health myths can be challenged is not explained, or the explanation is incorrect or inappropriate, or an explanation of only one common mental health myth is provided * Common mental health myths are merely listed or described with no explanation as to how they can be challenged | | * Appropriate accounts of two or more common mental health myths are given in order to provide a limited explanation of what can be done to challenge them | | | | * Detailed and appropriate accounts of two or more common mental health myths are given in order to fully explain what can be done to challenge them | | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 2.2  Analyse reasons why an individual might move up and down the continuum of mental health | | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | | **Good Pass [ca. 12/16]** | | | |  | |
| * Reasons why an individual might move up and down the continuum of mental health are not analysed, or are incorrect or inappropriate, or only one reason is analysed * Reasons why an individual might move up and down the continuum of mental health are merely listed or described with no analysis to determine the essential features of the reasons and to draw conclusions. * References to the continuum of mental health are incorrect or inappropriate | | * A limited analysis is undertaken to determine the essential features of two or more reasons why an individual might move up and down the continuum of mental health and to draw meaningful conclusions | | | | * A detailed analysis is undertaken to determine the essential features of two or more reasons why an individual might move up and down the continuum of mental health and to draw comprehensive and well-reasoned conclusions | | | |
| / 16  (min. of 8) | Pass or Referral |
| AC 2.3  Explain how the following conditions might manifest themselves in a member of staff:   * anxiety * bipolar disorder * depression | | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | | **Good Pass [ca. 12/16]** | | | |  | |
| * How anxiety, bipolar disorder and depression might manifest themselves in a member of staff is not explained, or the explanations are incorrect or inappropriate * How anxiety ***or*** bipolar disorder ***or*** depression might manifest themselves in a member of staff is explained, but not all three * Anxiety, bipolar disorder and depression are merely defined or described with no explanations as to how they might manifest themselves in a member of staff | | * Appropriate accounts of anxiety, bipolar disorder and depression are given in order to provide a limited explanation of how they might manifest themselves in a member of staff | | | | * Detailed and appropriate accounts of anxiety, bipolar disorder and depression are given in order to fully explain how they might manifest themselves in a member of staff | | | |
| / 16  (min. of 8) | Pass or Referral |
| **Section comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 3:** Know how to identify signs of distress in the workplace | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC** | |
| AC 3.1  Explain how to communicate with a member of staff, either during or following a period of mental ill health | | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | | **Good Pass [ca. 9/12]** | | | |  | |
| * No explanation is given of how to communicate with a member of staff, either during or following a period of mental ill health, or the explanation is incorrect or inappropriate | | * A limited and correct explanation is given of how to communicate appropriately with a member of staff, either during or following a period of mental ill health | | | | * A detailed and correct explanation is given of how to communicate appropriately with a member of staff, either during or following a period of mental ill health | | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 3.2  Evaluate the workplace for high risk scenarios that can affect mental health | | **Referral [ca. 5/20]** | | **Pass [10/20]** | | | | **Good Pass [ca. 15/20]** | | | |  | |
| * The workplace is not evaluated for high risk scenarios that can affect mental health, or the evaluation is incorrect or inappropriate * The workplace is merely described with no evaluation to determine high risk scenarios and ascertain how they can affect mental health in order to provide a solution or conclusion and/or recommendation (perhaps for further exploration). | | * A limited evaluation of the workplace is undertaken to determine two or more high risk scenarios and ascertain how they can affect mental health in order to provide a solution or conclusion and/or recommendation (perhaps for further exploration). | | | | * A detailed evaluation of the workplace is undertaken to determine two or more high risk scenarios and ascertain how they can affect mental health in order to provide a comprehensive solution or conclusion and/or recommendation (perhaps for further exploration). | | | |
| / 20  (min. of 10) | Pass or Referral |
| AC 3.3  Explain what support can be provided to a member of staff regarding their mental health | | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | | **Good Pass [ca. 9/12]** | | | |  | |
| * What support can be provided to a member of staff regarding their mental health is not explained, or the explanation is incorrect or inappropriate | | * A limited and correct explanation is given of what support can be provided to a member of staff regarding their mental health | | | | * A detailed and correct explanation is given of what support can be provided to a member of staff regarding their mental health | | | |
| / 12  (min. of 6) | Pass or Referral |
| **Section comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | | | | **/ 100**  **TOTAL MARKS** | | | | |
| **Assessor’s Decision** | | | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | |