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**CACHE**

# Internal Assessment Sample Tasks

**NCFE CACHE Level 2 Certificate in  
Understanding Mental Health First Aid and  
Mental Health Advocacy in the Workplace  
QN: 603/5148/2**

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## Introduction

We have created some sample tasks for the internally assessed units which you can contextualise to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some knowledge learning outcomes (LOs) for units and provide opportunities for stretch and challenge. These tasks are not mandatory.

To allow you the freedom to apply local or topical themes appropriate to your learners, we have left the subject of the tasks open for you to design for each unit. You should plan the subject and apply the brief to the tasks in a way that suits your learners and relates to local need.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the knowledge LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

A centre may choose to create their own internal assessment tasks. There are four essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LO, or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

The units can be found in section 2 of the Qualification Specification.

## **Supervision of learners**

Tutors should offer support and guide learners when carrying out work that is internally assessed.

Tutors should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the Qualification Specification and is suitable for internal assessment

Any work submitted for assessment must be authenticated and attributable to the learner.

The tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

## **Supporting learners**

Tutors/assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Tutors/assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the qualification, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material; however, model or worked answers should not be copied by the learner

## Unit 01 Exploring mental health (A/617/8261)

<b>Assessment task – Unit 01</b>
<p><b>Task 1</b></p> <p>You must create a factsheet defining mental health and mental ill health. The factsheet should also explain the meaning of the mental health continuum. Illustrations may be included.</p> <p>Learning outcome (LO) 1, assessment criteria (AC) 1.1 and 1.2</p>
<p><b>Task 2</b></p> <p>You should carry out research into the factors that may increase the risk of mental health in individuals. Create a presentation that describes five factors. Supplement your presentation with a handout that explains how physical health can affect mental health.</p> <p>Learning outcome (LO) 2, assessment criteria (AC) 2.1 and 2.2</p>
<p><b>Task 3</b></p> <p>You must create an information booklet that describes four different types of mental ill health. Examples should be given from along the mental health continuum.</p> <p>Learning outcome (LO) 3, assessment criteria (AC) 3.1</p>
<p><b>Task 4</b></p> <p>Read the following scenario before undertaking this task.</p> <p><b>Scenario:</b> You have been asked to deliver some staff training to help colleagues identify the signs and indicators that an individual may be experiencing mental ill health or mental health crisis.</p> <p><b>Task:</b> Prepare a useful information resource that staff and volunteers can refer to. The resource should identify physical and behavioural signs of mental ill health as well as signs of mental health crisis. In addition, the resource should identify the steps to take to support an individual who is facing a mental health crisis.</p> <p>Learning outcome (LO) 3, assessment criteria (AC) 3.2 Learning outcome (LO) 4, assessment criteria (AC) 4.1</p>

## Unit 02 Understand how to support individuals with mental ill health (K/617/8269)

<b>Assessment task – Unit 02</b>
<p><b>Task 1</b></p> <p>Read the scenario before attempting the task.</p> <p><b>Scenario:</b> You are setting up a new work-based community project with volunteers of all ages. You plan to run an induction session with the volunteers and want to ensure they understand the importance of positive relationships, between themselves and with the people they will come into contact with.</p> <p><b>Task:</b> Devise an information pack to share during the induction session that describes the characteristics of positive relationships. Ensure your information explains the importance of positive relationships and effective communication (including having difficult conversations) when supporting individuals with mental ill health. Your information pack should conclude with a description of four ways to support an individual with mental ill health.</p> <p>Learning outcome (LO) 1, assessment criteria (AC) 1.1, 1.2, 1.3</p>
<p><b>Task 2</b></p> <p>LO2 requires an understanding of the importance of a person-centred approach to supporting mental ill health.</p> <ul style="list-style-type: none"><li>• Define the term person-centred</li><li>• Describe the importance of a person-centred approach for mental health</li></ul> <p>Learning outcome (LO) 2, assessment criteria (AC) 2.1 and 2.2</p>
<p><b>Task 3</b></p> <p>You must create a poster or leaflet that could be shared with others to raise awareness and educate.</p> <p>Your poster or leaflet should:</p> <ul style="list-style-type: none"><li>• explain the importance of recognising own responsibilities and limitations in relation to supporting the mental health of others</li><li>• identify when it may be necessary to refer to others when supporting individuals with mental ill health</li><li>• explain the importance of seeking support for your own mental health</li></ul> <p>Learning outcome (LO) 3, assessment criteria (AC) 3.1, 3.2 Learning outcome (LO) 4, assessment criteria (AC) 4.1</p>
<p><b>Task 4</b></p> <p>You must undertake research into the role of the qualified mental health first aider and write an explanation of that role.</p> <p>Learning outcome (LO) 3, assessment criteria (AC) 3.3</p>

### **Task 5**

Read the scenario below before attempting the task.

#### **Scenario:**

You must deliver a speech at a team training day with the focus being to raise awareness of attitudes and perceptions of mental health for individuals and organisations.

As preparation, undertake research and prepare your speech.

#### **Task:**

- outline stigma and stereotypes relating to mental health illness
- describe how attitudes and perceptions can influence an individual with mental ill health
- summarise the negative and positive impact media can have on an individual's mental health and wellbeing

You could create a handout to be shared with others that explains how mental ill health can impact on:

- self
- family, friends and colleagues
- learning/education
- work/employment
- day-to-day living

Learning outcome (LO) 5, assessment criteria (AC) 5.1, 5.2, 5.3, 5.4

### Unit 03 Understand a mentally healthy environment (D/617/8270)

<b>Assessment task – Unit 03</b>
<p><b>Task 1</b></p> <p>You must create a factsheet identifying relevant legislation, guidance and drivers relevant to mental health provision. Include a description of how policy can support the mental health of individuals.</p> <p>Learning outcome (LO) 1, assessment criteria (AC) 1.1, 1.2, 1.3</p>
<p><b>Task 2</b></p> <p>Read the following scenario before undertaking this task.</p> <p><b>Scenario:</b> You have been asked to deliver a presentation at a health and wellbeing event organised by the local community. Attendees will be from a diverse range of organisations and local individuals. A question-and-answer session will be facilitated after your presentation.</p> <p><b>Task:</b> You must prepare a presentation that describes four strategies to promote wellbeing and identifies four strategies to reduce barriers to accessing mental health support.</p> <p>Supplement your presentation with a handout outlining sources of information, resources and support for mentally healthy environments for further reference.</p> <p>Prepare an explanation on the importance of promoting mentally healthy environments.</p> <p>Learning outcome (LO) 2, assessment criteria (AC) 2.1, 2.2, 2.3, 2.4</p>
<p><b>Task 3</b></p> <p>You must create a leaflet to share with others about the importance of having a wellness action plan. As an introduction, your leaflet should define what is meant by a wellness action plan.</p> <p>Next, identify the key components of a wellness action plan. Conclude by explaining the importance of a wellness action plan for self and others.</p> <p>Learning outcome (LO) 3, assessment criteria (AC) 3.1, 3.2, 3.3</p>



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