External Assessment

Mental Health Care
Higher
C06G 12

Project Assessed Course

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1. Project Assessed Course ~ Overview

This specification is in two parts. The first part, the main body of the specification, provides the template for the definition and assessment of the Project Assessed Course. The second part, contained in an appendix, are the project briefs and a set of notes designed to support and guide both candidates and tutors.

The Project Assessed Course is an extended case study in which candidates will investigate and report on a case study scenario. The Project Assessed Course integrates the knowledge, and understanding gained in the individual course units. The integrated nature of the project has several advantages. Depth of understanding can be consolidated and there are opportunities for additional integrated or applied learning. The project represents an opportunity for candidates to develop and apply skills relating to interpreting and gathering information, analysing, decision-making and action planning. The Project Assessed Course should be introduced once the component units have been completed to enable candidates to make full use of their learning and understanding.

Assessment will be based on the outcome of the project. An overall grade (A, B or C) will be determined by assessment of each candidate's performance in producing the project. This assessment will be subject to external marking. To gain the course award, the candidate must pass the unit Understanding of Mental Health & Mental Illness and either the unit Caring for People with Dementia or the unit Stress & Stress Management, as well as the project assessment.

Candidates must select the case study which reflects the units they have undertaken. The project has been devised to allow candidates to achieve any grade across the range.

The Project Assessed Course is concerned primarily with a full investigation and analysis the selected case study scenario. The project also includes skills related to the planning and evaluation of the investigation as well as skills in report writing.

Candidates are provided with a brief and are expected to demonstrate attainment relating to:

- Planning the investigation they will undertake in relation to the set tasks.
- Research and reporting on set tasks.
- Drawing conclusions and marking realistic recommendations.
- Evaluating the outcome.

Candidate evidence is required as follows:

- Planning the investigation.
- Reporting on the set tasks.
- Drawing conclusions and making recommendations.
- Evaluation of content and process of the project.

2. Recommended Entry

It is strongly advised that candidates should have completed the Units in the National Course prior to embarking on the external assessment. However, there may well be candidates who, for whatever reason, choose to undertake the external assessment on a stand-alone basis. Any such candidates who have not completed to embarked upon the National Course Units *prior* to undertaking the external assessment should have demonstrated attainment in (and/or attained) the following qualifications:

- National Unit: D11H 11 (7141413) Mental Health Issues: An Introduction

and

- National Unit: D10W 12 (7140106) Practical Skills for Carers

or

- National Unit: Investigating Skills for Caring (7140026)

In addition, a candidate **must** have achieved Communication at Intermediate 2 or Standard Grade English at Grade 2 or above.

Candidates who achieve the external assessment will not be certificated for the course until they have successfully completed the Units.

3. Related Knowledge and Skills

The extended case study allows candidates to develop knowledge of:

- The different forms of care and treatment for those suffering from mental health problems.
- The resources available through statutory, voluntary and/or private agencies.
- The responsibilities of statutory agencies towards caring/support for those with mental health problems and their carers.
- Public awareness and attitudes to mental health.
- How carers and others may be affected by the behaviour of those experiencing mental health problems.
- The stresses experienced by carers and others when dealing with mental health issues.

It also allows candidates to further develop and apply skills in:

- Planning an investigation.
- Retrieving information from a variety of sources.
- Using a range of investigation techniques.
- Writing a research report according to standardised procedures eg including a contents page and bibliography.
- Evaluating the findings of their research.

4. Outcome Coverage

Course Structure		
Unit Title **Mandatory**	**Credit Value**	**Unit Number**
Understanding of Mental Health and Mental Illness	2.0	DF6H 12
Optional		
Caring for People with Dementia or	1.0	D11A 12 (7140176)
Stress and Stress Management	1.0	D10Y 12 (7140166)

All external assessments for Project Assessed Courses cover a minimum of two thirds of the outcomes from the component Units. For this project these are:

Case Study 1: Understanding Mental Health & Mental Illness
Caring for People with Dementia

Unit: Understanding Mental Health and Mental Illness

1. Describe the differences between mental health and mental illness.
2. Describe and explain programmes for mental health.
3. Describe the effects of mental illness on human behaviour.
4. Explain how the rights of the individual are maintained by current legislation and resources.
5. Explain the skills and attributes necessary for an effective mental health care worker.

Unit: Caring for People with Dementia

1. Describe the types, causes and progression of dementia.
2. Identify the strategies and skills required to meet the needs of people with dementia.
3. Explain the ways to assist the carer in coping with stresses associated with caring for people with dementia.

Case Study 2: Understanding Mental Health & Mental Illness
Stress and Stress Management

Unit: Understanding Mental Health and Mental Illness

1. Describe the difference between mental health and mental illness.
2. Describe and explain programmes for mental health.
3. Describe the effects of mental illness on human behaviour.
4. Explain how the rights of the individual are maintained by current legislation and resources.
5. Explain the skills and attributes necessary for an effective mental health care worker.

Unit: Stress and Stress Management

1. Identify casual factors of the stress reaction.
2. Describe the effects of stress.
3. Investigate healthy and unhealthy ways in managing stress.

It is strongly advised that candidates should have completed the assessments for the individual component Units before undertaking the external assessment.

5. Candidate Evidence Requirements

General Information

The three stages of the Project Assessed Course in Mental Health Care at Higher level are:

Planning
Developing
Evaluating

Planning

Candidates must produce a 500 word plan of action. Centres should ensure that candidates either already have, or are taught, the necessary skills to devise their own plan before they start the project.

In the plan the candidate should:

- Introduce the project, including their choice of case study.
- Write aims and objectives for:
  - Her/himself.
  - The research based report.
  - The case study report.
- Provide information ~ including research methods and timescales

The plan of action should be produced in a controlled environment. Candidates may communicate with each other when producing their plans but each plan must be tailored to the candidate's own project and should relate to the work to be carried out by the individual candidate.

The work produced should always be the candidate's own. However, teachers/lecturers are expected to provide candidates with advice, guidance and constructive criticism as necessary when they are devising their plans. It is important to note that as the plan underpins the rest of the project, centres should ensure that no candidate proceeds to the development stage until they have produced a plan that is potentially workable. It is also important to note that the plan should not be written retrospectively. The level of support will vary from candidate to candidate and centres should indicate the level of support needed for each candidate on the flyleaf for the project provided by the SQA. This should not inhibit centres from providing constructive comment nor the candidate from acting on their own initiative and taking on board the advice.

In some cases, however, the level of support and intervention needed may be more than that which would normally be seen as reasonable and so the authenticity of the candidates work may be called into question. If the level of input needed from the teacher/lecturer is above normal (for example, the quality of the plan is such that it would mean that the project would be unworkable if the plan was not revised) then candidates cannot score more than 20 of the 40 marks allowed for the planning stage.

5. Continued

Developing

The first part of the Developing stage is a research-based report.

Candidates are expected to produce a research-based report which examines the development of Care in the Community and should consider:

- Relevant legislation.
- Attitudinal changes.
- Changes in service provision.

It is important that this report is not viewed in isolation, but should be relevant to the selected case study scenario.

The research-based report should be in written form or equivalent and be between 1000 and 1500 words at Higher. The research-based report should be written up in controlled conditions within the timescales detailed in the candidate's plan.

The second part of the Developing stage is a case study report.

The candidate is expected to produce a case study report which examines the case study scenario, in it they should consider:

- Viewpoint of identified individuals including the role of the professional.
- Influential factors/stressors.
- Individual needs and their impacts on the case study scenario.

The case study report should be in written form or equivalent and be between 1000 and 1500 words at Higher. The case study report should be written up in controlled conditions within the timescales detailed in the candidates plan.

In the final part of the Developing stage, the candidates are expected to draw conclusions and make recommendations. They should draw conclusions from both reports and make recommendations for the individuals in light of these.

Conclusions and Recommendations should be in written form and take place towards the latter part of the 40 hours (i.e. the 40 hours allocated to each course in addition to the 120 hours for the component Units) in centre invigilated conditions.

Candidates should be allowed up to two hours to write up the conclusions and recommendations. They should be allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent allowed), which they have prepared, into the room with them as well as any appendices or diagrams they have prepared to include with the conclusions and recommendations. They should not be allowed to take a draft of the report into the room with them. The centre has the responsibility for ensuring that notes brought in are the candidates own and these notes should be submitted **with** the candidate's work.

For the write-up activity the accommodation should be arranged to reflect centre-invigilated conditions and candidates should not be allowed to communicate with each other in anyway.

5. Continued

Evaluating

Candidates must produce an evaluation report which should:

- Give a brief outline of the case study.
- Review and assess the effectiveness of their:
  - Plan.
  - Research-based report.
  - Case study report.
  - Conclusions and recommendations
- Review their own performance in terms of skills/knowledge/understanding which have been gained/developed.
- Review the effectiveness of the research methods used, content of their research.

The evaluation report should be 1000 words, or equivalent, in length. The report should be produced in centre-invigilated conditions although candidates may carry out the preparation beforehand.

Candidates should be allowed up to 2 hours to produce the evaluation report. Candidates should be allowed to take on side of an A4 page of notes (maximum of 200 words or equivalent allowed) which they have prepared, into the room with them. They should not be allowed to take a draft of the evaluation report into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own work and these notes should be submitted with the candidates work.

For this activity, the accommodation should be arranged to reflect centre-invigilated conditions and should not be allowed to communicate with each other in any way.

Specific information on the allocation of marks is given in the section on marking and grading.

While the amount of time allocated to the writing up of the various sections of the project may seem demanding it is considered that this is appropriate at Higher level. The time allocated for completion of each of the tasks is considered sufficient to allow all candidates the opportunity to cover the requirements of the tasks. Candidates will have been researching the case-study for some time before attempting the tasks and will, therefore, be familiar with the subject content.

6. Allocation of Marks and Assessment Arrangements

General Information

The assessment evidence for this Project Assessed Course is internally estimated using the marking scheme **which is submitted with the candidates work** which is then externally marked by SQA.

The total mark for the Course Project is 200, (this large mark allocation makes it easier to discriminate effectively between performances of candidates across the various parts of the assessment. These marks will be allocated to assessment evidence from the three Course Project stages as follows in *Table A*.

Table A

Planning	
Evidence	Plan of action 500 words *or* equivalent (40 marks)
Conditions of external assessment	Controlled Centre estimated using Marking Scheme
Who assesses it?	To be sent to SQA for marking

Developing		
Evidence	A	Written research-based report 1,000 ~ 1,500 words *or* equivalent (40 marks)
	B	Written case study report 1,500 words *or* equivalent (50 marks)
	C	Written conclusions and recommendations 1,000 words *or* equivalent (30 marks)
Conditions of external assessment	A	Controlled Centre estimated using Marking Scheme
	B	Controlled Centre estimated using Marking Scheme
	C	Centre-invigilated ~ up to 2 hours Centre estimated using Marking Scheme
Who assesses the evidence?	To be sent to SQA for marking	

Evaluating	
Evidence	Evaluation report 1,000 words *or* equivalent (40 marks)
Conditions of external assessment	Centre-invigilated up to 2 hours Centre estimated using Marking Scheme
Who assesses it?	To be sent to SQA for marking

It is important that candidates know that they will be penalised for submitting evidence that significantly exceeds the stated word count.

7. Grade Descriptions

General Information

The aspects which are considered in determining the grade of award for this Project Assessed Course at Higher:

- Interpretation of the project brief.
- Interrelation and cohesiveness of the candidate's project.
- Consolidation and integration of knowledge and understanding from the Course Units.

1. *Interpretation of the Project Brief*

   Marks will be awarded for:

   - Accuracy of interpretation.
   - Insight and understanding of the case study scenario.
   - Application of knowledge and skills to complex situations/context/data.

2. *Interrelation and Cohesiveness of the Candidate's Project*

   This project has the following component parts, plan, research-based report, case study report, conclusions and recommendations and evaluation. Each component part has associated criteria which detail the requirements for that part, the quality of performance in linking the component parts of the Project will contribute to the grade awarded to that candidate.

3. *Consolidation and Integration of Knowledge and Understanding from the Course Units*

   Marks will be allocated throughout the project and will assess:

   - Accuracy of knowledge.
   - Complexity of knowledge.
   - Relevance of knowledge to component parts and set tasks.

   To underpin this assessment system there are criteria to which marks are pegged, against which the candidate evidence from each of the three Project Assessed Course stages is assessed. The use of such mark categories linked to broad criteria, allows for the aggregation of the various parts of the assessment which do not necessarily have the same weighting in the overall grade. *Table B* below outlines the general criteria used to assess the candidate's evidence. The overall grade for the Project Assessed Course is determined by the total mark.

Project Assessed Course

Table B

Higher			**Plan of action**	**Research-bases report, case study report, conclusions and recommendations**	**Evaluation**
Levels of performance: **Broad level-related criteria**		Equivalent to	Mark range	Mark range	Mark range
Content and scope: Treatment:	Appropriate for level Excellent	Upper A 85%-100% (Band 1)	34-40	102-120	34-40
Content and scope: Treatment:	Appropriate for level Consistently thorough	Lower A 70%-84% (Band 2)	28-33	84-101	28-33
Content and scope: Treatment:	Appropriate for level Thorough in parts	B 60%-69% (Band 3 & 4)	24-27	72-83	24-27
Content and scope: Treatment:	Appropriate for level Adequate	C 50%-59% (Bands 5 & 6)	20-23	60-71	20-23
Content and scope: Treatment: OR Content and scope: Treatment:	Appropriate for level adequate only in parts Basic for level Thorough	D 40%-45% (Band 7)	16-19	48-59	16-19
Content and scope: Treatment: OR Content and scope: Treatment:	Appropriate for level Generally poor Basic for level Adequate or poor	Fail 44.5% & below (Band 8 & 9)	<16	<48	<16

Note:
Content and scope: defined as how appropriately or otherwise the candidate interprets the level of demand for the specification
Treatment: defined as how successfully or otherwise the candidate tackles the project

7. Continued

Although it is possible for candidates to be given bands 8 and 9 which are described as 'fails' no such categories will appear on the candidate's certificate.

This Project Assessed Course is subject to external marking. External markers will be trained by SQA to apply National Standards. As candidate evidence becomes available exemplars will be issued to centres as guidance.

8. Grading and Marking

Detailed Information

Although this Project Assessed Course is externally marked by SQA, candidates will benefit from estimate grades based on accurate internal assessment of their project. The processes for deciding an estimate grade are similar to the processes the markers use for the final assessment. The Marking Scheme (Appendix 3) should be used by Centres to estimate individual candidates work and each Marking Scheme should be submitted with each project.

To complete the internal marking process for estimates, internal assessors are expected to:

- Be familiar with and apply the broad criteria outline in *Table C*.
- Use the Marking Scheme to assess the candidates work.
- Follow the internal moderation processed within their centre (see section on internal moderation below).
- Aggregate the internally moderated marks for each candidate. That gives a total mark out of 200.
- Divide that total mark by 2 to give a percentage.
- Convert the overall percentage mark to each candidate with an estimate band using *Table C*.

Table C

% Mark Range	Grade		Band (for estimates)
85-100	A	(upper)	1
70-84	A	(lower)	2
65-69	B	(upper)	3
60-64	B	(lower)	4
55-59	C	(upper)	5
50-54	C	(lower)	6
45-49	D	(near miss)	7
40-44	Fail		8
Less than 40	Fail		9

- Check the grade already given to candidates against the grade descriptions tabled below, (Table D). This is to ensure that candidates have effectively integrated each stage of the Extended Case Study. Table E explains how to consider candidate evidence in relation to content and subject related knowledge. Please use the grade descriptions as a touchstone against which grades can be checked.

- Provide estimates as bands.

Grade Descriptions for a Project Assessed Course at Higher

Table D

A	B	C
Content and scope appropriate for Higher		
And looking at the evidence as a whole:	**And looking at the evidence as a whole:**	**And looking at the evidence as a whole:**
A case study at Grade A: • is a seamless, coherent piece of work in which evidence for the three essential phases of the Extended Case Study is produced to a high standard and is quite clearly inter-related. • is a piece of work to which candidates have brought an accurate and insightful interpretation of the case study specification. • is highly focused and relevant to the content of the Units. • is clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content. • is a piece of work which effectively consolidates and integrates knowledge, understanding and skills from the Course Units. • contains evidence that knowledge and skills have been applied to complex situations/contexts/data.	A case study at Grade B: • is a well co-ordinated piece of work in which evidence for the three essential phases of the Extended Case Study is produced to a good standard and is inter-related, in most respects. • is a piece of work to which candidates have brought an accurate and insightful interpretation of the case study specification. • is focused and relevant to the content of the Units. • is clear and well-structured throughout and language used is of a good standard in terms of level, accuracy and technical content. • is a piece of work which satisfactorily consolidates and integrates knowledge, understanding and skills from the Course Units. • contains evidence that knowledge and skills have been applied to situations with varying degrees of complexity.	A case study at Grade C: • is a reasonably well co-ordinated piece of work in which evidence of the three essential phases of the Extended Case Study is produced to an adequate standard and is fairly well inter-related. • is a piece of work to which candidates have brought an acceptable interpretation of the case study specification. • is fairly well focused and relevant to the contents of the Units • is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content. • is a piece of work in which consolidation and integration of knowledge, understanding and skills from the Course Units may lack some continuity and consistency. • contains evidence that knowledge and skills have been applied generally to straightforward contexts, situations, and data.

Table E

Content and Scope appropriate for Higher	
And looking at evidence in relation to content:	**And looking at evidence in relation to content:**
Plan at Grade A: An A candidate will demonstrate insight into the holistic nature of the Project. Aims will be relevant and highly focused on the set tasks. Objectives will clearly show how the aims will be met.	Plan at Grade C: At C there will be basic understanding of the Project requirements. Aims will relate to the set tasks. Objectives will outline how the aims will be met.
Research-based Report at A: The candidate will show a high level of knowledge and understanding pertaining to the concept of Care in the Community. They will demonstrate knowledge of cultural effects, models or mental illness and their effects on mental health care, use of legislation will be in context and related to the development of Care in the Community. An A candidate will relate these effectively to the case study scenario and will show how the above have created current provision.	Research-based Report at C: The candidate will show a basic level of knowledge and understanding pertaining to the concept of Care in the Community. They will demonstrate some knowledge of cultural effects, models of mental illness and their effects on mental health care, basic use of legislation in relation to Care in the Community. There will be limited application to the case study and to current provision.
Case Study Report A: • The viewpoints will allow the candidate to demonstrate insight and understanding of both the impact and the effect of mental illness as the professional candidate can show knowledge of the role of the professional and insight into the case study scenario. • Investigation of needs ~ an A candidate will show relevant knowledge of the complexity of mental health/illness in the context of the scenario. • Stresses associated with caring ~ an A candidate will demonstrate understanding of the impact of mental illness and will show knowledge of the factors affecting the case study scenario. Case study one will include the stresses related to caring for someone with dementia as well as experiencing mental illness.	Case Study Report at C: • The viewpoints will reflect the case study scenario and will show basic insight into both the individuals situation and the role of the professional. • Investigation of needs ~ at C, the candidate will show straight forward knowledge of mental health/illness and will be less consistent of application to the case study scenario. • Stresses associated with caring ~ at C, the candidate will show a basic understanding of stress and its related factors. This will be applied to the scenario in a straight forward way.

Table E (continued)

Content and Scope appropriate for Higher	
And looking at evidence in relation to content:	
• Case study two will include relevant stress theory and its accurate application to the scenario. Conclusions and Recommendations at A: The A candidate will draw on understanding and knowledge from the research-based report to conclude on current provision and will make detailed and accurate recommendations to meet the needs of the individuals identified in the case study report. An A candidate will include appropriate suggestions for programmes / services / support agencies / professionals which will meet the identified needs. Evaluation at A: Evaluation at A will be analytical and show a high level of insight and understanding of both the content and process of the project. An A candidate will reflect effectively and accurately on knowledge / skills / understanding developed.	Conclusions and Recommendations at C: At C conclusions may lack consistency in light of research undertaken. Recommendations will be satisfactory and relevant to the case study scenario. Evaluation at C: At C, the candidate will review the Project and will show straight forward analysis of the content and process. A C candidate will reflect on knowledge / skills / understanding in a basic way.

9. Internal moderation

The internal moderator oversees:

- the internal moderation process to ensure consistency of judgement or *reliability of assessment*. This process will vary according to the nature of the evidence and the number of assessors and sites. It is likely to involve agreement trials and/or Marker standardisation. The internal moderator should be a specialist in the subject. (It may be helpful in the first few years of these Project Assessed Courses to do a cross-subject moderation of samples of like parts such as the plans and evaluations. Such additional cross-subject internal moderation is however not mandatory.)

- a consideration of whether, in some cases, candidates with similar overall marks/bands have been fairly treated. For example, some candidates may have produced more fully integrated projects than others. This may lead to a reconsideration of marking of the individual components for some candidates.
- finalisation of estimate grades and submission of candidate evidence. A form will be available for this purpose.

(See *Guide to Assessment and Quality Assurance*, SQA June 1999 for further information relating to internal moderation. A guide to good practice for internal moderation is to be published in late summer 2000.)

10. Submitting candidate evidence to SQA

Specific information on this part of the process will be circulated to centres. Where materials have to be sent to SQA for marking you will be provided with any necessary packaging materials.

The following must be sent to SQA for the Project Assessed Course:

- plan
- research-based report
- case study report
- conclusions and recommendations
- evaluation
- marking scheme

Note: In addition, centres will be expected to submit all notes used by candidates during write-up sessions.

APPENDIX A 1

PROJECT ASSESSED COURSE

MENTAL HEALTH CARE HIGHER

PROJECT BRIEF

CASE STUDY 1

Units: Understanding Mental Health & Mental Illness
Caring for People with Dementia

CANDIDATE GUIDE

Case Study 1

Scenario

Jamelia Khan is 38 years old, married and has two young children under 5. Her husband is a manager for a national company and his job entails extensive travelling, often abroad. Jamelias parents, Sunita and Hamed live near their daughter and they try to help Jamelia when her husband is away on business.

Sunita has experienced bouts of acute anxiety with an underlying depressive illness throughout her adult life. Occasionally this has resulted in admission to the local acute psychiatric unit. She is also a member of a support group for people experiencing anxiety which is held in the Community Centre once a month and which she attends regularly. Her anxiety usually involves a growing concern and sense of impending disaster for members of her family. Jamelia is used to supporting her parents when her mother is ill, but she finds it very tiring and emotionally draining.

Lately Sunita has started to become more anxious and has been phoning Jamelia with her concerns and fears for Hamed. She thinks he's acting strangely and can't seem to remember where he's put things. Jamelia wondered if her mother was heading for another bout of illness until, on a recent visit, she noticed that her father's usually immaculate appearance was altered. His shirt collar was grubby and he hadn't shaved, which was most unlike him. When Jamelia voiced concern, her father became angry and told her there was nothing wrong with him.

A week later, Jamelia received a phone call during the night, expecting her mother, she was immediately alarmed when she realised it was the Police. Hamed had been found wandering around the streets in his night clothes.

Following this episode, Jamelia made an appointment to see her GP to discuss the situation with her parents. He immediately arranged a referral to the Mental Health for the Elderly Team (MHET) and has reassured Jamelia that a Community Psychiatric Nurse (CPN) will visit her and her parents next week.

Project Brief

This Project Assessed Course is an extended Case Study. The project has three stages, Planning, Developing and Evaluating.

In each stage there are component parts with associated set tasks. You must ensure you complete all of the set tasks, a candidate checklist is included. You are expected to investigate and report on the case study scenario. You will undertake research and use your knowledge to allow you to suggest solutions/support for the individuals in the scenario.

PLANNING STAGE

You must produce a 500 word plan of action, in the plan you should:

- Introduce the project.
- Write aims and objectives for:
  - Yourself.
  - Research-based report.
  - Case study report.
- Provide information ~ including research methods and timescales.

DEVELOPING STAGE

This is the main body of your project and it has three component parts,

- Research-based Report,
- Case Study Report
- Conclusions & Recommendations.

Research-based Report

You will write a Research-based report which examines the development of Care in the Community. Your report must include:

- The development of Care in the Community.
- Legislation.
- Public attitudes.
- Changes to service provision

(1000 ~ 1500 words)

This report should be relevant to the case study scenario.

Case Study Report

In the Case Study Report you will examine the case study scenario.

Respond to the scenario:

- As Jamelia (350 words)
- As the Community Psychiatric Nurse (350 words)

Case Study Report (Continued)

Investigate:

- Sunita's needs.
- Hamed's needs.
- Identify and discuss factors which may be a source of stress for Jamelia.
- Suggest how Jamelia might be supported to care for her parents.

(800 words)

Conclusions & Recommendations

You must now draw conclusions from both the Research-based Report and the Case Study Report. Use these conclusions to make recommendations for the individuals in the scenario.

(1000 words)

This component part is centre-invigilated. You may take 200 words, written in English on one side of A4 paper, into the session. You have 2 hours to complete your Conclusions & Recommendations. You must submit your notes with your completed report.

EVALUATION

You must produce an Evaluation Report which should:

- Give a brief outline of the project.
- Review and assess the effectiveness of:
  - Plan.
  - Research-based Report.
  - Case Study Report.
  - Conclusions and Recommendations.
- Review your own performance in terms of skills/knowledge/understanding which you have gained/developed.
- Review the effectiveness of any research methods used, content of your research.

(1000 words)

This component part is centre-invigilated. You may take 200 words, written in English on one side of A4 paper, into the session with you. You have 2 hours to complete your Evaluation. You must submit your report notes with your completed report.

Total Mark %

Candidate Checklist

Plan	**Mark (Possible)**
Introduction to the Project	5 marks
Aims & Objectives for: • Yourself	10 marks
• Research-based Report including: Legislation Public attitudes Changes to service provision	10 marks
• Case Study Report including: Viewpoint Identify needs. Stress and related factors	10 marks
Provide information including research methods.	5 marks
Total Marks	**40 marks**

Developing Stage	**Mark (Possible)**
Research-based Report • Development of Care in the Community	10 marks
• Relevant legislation	10 marks
• Public attitudes	10 marks
• Changes in service provision	10 marks
Total Marks	**40 marks**
Case Study Report	
• Jamelia's viewpoint	8 marks
• CPN viewpoint	8 marks
Investigate: • Sunita's needs	10 marks
• Hamed's needs	10 marks
• Factors which may be a source of stress for Jamelia	7 marks
• Support for Jamelia to care for her parents	7 marks
Total Marks	**50 marks**

Developing Stage	**Mark (Possible)**
Conclusions & Recommendations • Conclusions on changes in approaches to care, related to the case study.	10 marks
• Recommendations to meet the needs of the individuals.	15 marks
• Other advice i.e. support agencies, allowances etc.	5 marks
Project Assessed Course ~ Mental Health Care Higher	**30 marks**

Evaluation	**Mark (Possible)**
• Outline of the project	2 marks
Review of the case study, including: • Plan. • Research-based report • Case study report • Conclusions & recommendations	 6 marks 6 marks 6 marks 6 marks
Review of own performance: • Skills/knowledge/understanding • Research: content methods	 6 marks 4 marks 4 marks
Total Mark	**40 marks**

APPENDIX A 2

PROJECT ASSESSED COURSE

MENTAL HEALTH CARE HIGHER

PROJECT BRIEF

CASE STUDY 2

Units: Understanding Mental Health & Mental Illness
Stress & Stress Management

CANDIDATE GUIDE

Case Study 2

Scenario

Billy used to live at home with his parents, William and Kath and his younger sister. He studied hard at school, achieved good grades and was accepted at University to study Psychology. His parents were very proud of him and they and his sister helped him to move into student accommodation.

Billy had been a quiet person and a bit of a loner at school and so Kath and William were concerned he might be homesick but they were relieved when he seemed to settle quickly into student life, only phoning them occasionally to chat.

Shortly before Billy was due to sit his exams, William came to the University to tell him that his sister had been killed in a car accident. Billy went home to his parents and all were obviously distraught by the tragedy. William and Kath, grieving for their daughter did not notice how subdued and withdrawn Billy had become. Both William and Kath found it difficult to come to terms with their loss and neither wanted to discuss anything for fear of upsetting the other. William started to spend more and more time at the pub which led to frequent heated arguments between them.

When Billy returned from University for the summer, he became increasingly withdrawn from his parents, only emerging from his bedroom to take food from the fridge. His appearance became more dishevelled and on more than one occasion his mother overheard him muttering to himself and saw him pulling faces.

Kath tried to talk to William about her concerns, but he dismissed her worries. She found it increasingly difficult to sleep, worrying about her husband and son. Billy's behaviour was becoming odd, he stopped giving eye contact to people and often refused to answer questions. Kath didn't understand her son's behaviour and she felt afraid to ask him about it as she was unsure how he'd respond. Kath decided to see her GP to discuss the situation at home. Her GP suggested a referral to the psychiatric services for the whole family and arranged for a Community Psychiatric Nurse (CPN) to pay them a visit.

Project Brief

This Project Assessed Course is an extended Case Study. The project has three stages, Planning, Developing and Evaluating.

In each stage there are component parts with associated set tasks. You must ensure you complete all of the set tasks, a candidate checklist is included. You are expected to investigate and report on the case study scenarios. You will undertake research and use your knowledge to allow you to suggest solutions/support for the individuals in the scenario.

PLANNING STAGE

You must produce a 500 word plan of action, in the plan you should:

- Introduce the project.
- Write aims and objectives for:
  - Yourself.
  - Research-based report.
  - Case study report.
- Provide information ~ including research methods and timescales.

DEVELOPING STAGE

This is the main body of your project and it has three component parts:

- Research-based Report
- Case Study Report
- Conclusions & Recommendations.

Research-based Report

You will write a Research-based report which examines the development of Care in the Community. Your report must include:

- The development of Care in the Community.
- Legislation.
- Public attitudes.
- Changes to service provision

(1000 ~ 1500 words)

This report should be relevant to the case study scenario.

Case Study Report

In the Case Study Report you will examine the case study scenario.

Respond to the scenario:

- As Kath (350 words)
- As the Community Psychiatric Nurse (350 words)

Case Study Report (Continued)

Investigate:

- Billy's needs.
- His parents needs.
- Identify and discuss factors which may have contributed to the stress experienced by Billy and his parents.
- Suggest how they might be supported to deal with their present situation.

(800 words)

Conclusions & Recommendations

You must now draw conclusions from both the Research-based Report and the Case Study Report. Use these conclusions to make recommendations for the individuals in the scenario.

(1000 words)

This component part is centre-invigilated. You may take 200 words, written in English on one side of A4 paper, into the session. You have 2 hours to complete your Conclusions & Recommendations. You must submit your notes with your completed report.

EVALUATION

You must produce an Evaluation Report which should:

- Give a brief outline of the project.
- Review and assess the effectiveness of:
  - Plan.
  - Research-based Report.
  - Case Study Report.
  - Conclusions and Recommendations.
- Review your own performance in terms of skills/knowledge/understanding which you have gained/developed.
- Review the effectiveness of any research methods used, content of your research.

(1000 words)

This component part is centre-invigilated. You may take 200 words, written in English on one side of A4 paper, into the session with you. You have 2 hours to complete your Evaluation. You must submit your report notes with your completed report.

Total Mark %

Candidate Checklist

Plan	**Mark (Possible)**
Introduction to the Project	5 marks
Aims & Objectives for: • Yourself	10 marks
• Research-based Report including: Legislation Public attitudes Changes to service provision	10 marks
• Case Study Report including: Viewpoint Identify needs. Stress and related factors	10 marks
Provide information including research methods.	5 marks
Total Marks	**40 marks**

Developing Stage	**Mark (Possible)**
Research-based Report • Development of Care in the Community	10 marks
• Relevant legislation	10 marks
• Public attitudes	10 marks
• Changes in service provision	10 marks
Total Marks	**40 marks**
Case Study Report	
• Kaths viewpoint	8 marks
• CPN viewpoint	8 marks
Investigate: • Billy's needs	10 marks
• His parents needs	10 marks
• Factors which may contribute to the stress experienced by Billy and his parents	7 marks
• Supports to deal with situation	7 marks
Total Marks	**50 marks**

Developing Stage	**Mark (Possible)**
Conclusions & Recommendations • Conclusions on changes in approaches to care, related to the case study.	10 marks
• Recommendations to meet the needs of the individuals.	15 marks
• Other advice i.e. support agencies, allowances etc.	5 marks
Total Mark	**30 marks**

Evaluation	**Mark (Possible)**
• Outline of the project	2 marks
Review of the case study, including: • Plan. • Research-based report • Case study report • Conclusions & recommendations	 6 marks 6 marks 6 marks 6 marks
Review of own performance: • Skills/knowledge/understanding • Research: content methods	 6 marks 4 marks 4 marks
Total Mark	**40 marks**

APPENDIX A 3

PROJECT ASSESSED COURSE

MENTAL HEALTH CARE HIGHER

PROJECT BRIEF

TUTOR GUIDE

Case Study 1

Units: **Understanding Mental Health & Mental Illness**
Caring for People with Dementia

Case Study 2

Units: **Understanding Mental Health & Mental Illness**
Stress & Stress Management

Introduction

This Project Assessed Course is concerned primarily with a full investigation and analysis of the selected Case Study scenario. Candidates are expected to plan and evaluate the investigation. They should be encouraged to view the project holistically rather than by its component parts.

Candidates are provided with a brief and are expected to demonstrate attainment relating to:

- Planning the investigation they will undertake in relation to the set tasks.
- Research and report on the set tasks.
- Draw conclusions from their investigation and make recommendations for the individuals in the case study.
- Evaluate the content and process of the project.

PLAN

Candidates must produce a 500 word plan of action. The plan should detail the investigation that will follow. It is vital that candidates either have or are taught skills to devise their own plans before they start the project.

Candidates should be encouraged to write clear aims and objectives which relate to both the component parts and related set tasks of the project.

DEVELOPING STAGE

Research-Based Report

The Research-based Report should examine the development of the Care in the Community and must consider relevant legislation, attitudinal changes towards mental health as well as changes in service provision. This report needs to be relevant to the case-study scenario.

Within the context of this report, candidates have the opportunity to demonstrate knowledge and understanding of cultural attitudes towards mental health, mental health legislation and programmes for mental health.

Case Study Report

This report allows the candidate to examine the case study scenario. The viewpoints should be written in the first person as indicated in the Project Brief. Candidates should be encouraged to explore the needs of the individuals highlighted and to consider the factors which may be influencing/affecting the individuals.

In this report, the candidate can demonstrate knowledge and understanding of the effect of mental ill health on the individual and their family. They should be encouraged to show their understanding of relevant theories/models of mental health/stress.

Conclusions & Recommendations

This report is centre-invigilated. Candidates may take 200 words on one side of A4 into the session with them. These notes should be submitted with their report.

Candidates should use evidence from their Research-based Report and Case Study Report to allow them to draw conclusions and make meaningful, appropriate recommendations for the individuals in the case study scenario.

EVALUATION

This report is centre-invigilated. Candidates may take 200 words on side of A4 into the session with them. These notes should be submitted with their report.

In this report, **candidates must review and analyse both the content and the process (i.e. their own performance) of their project. They should reflect on and evaluate their effectiveness in completing the project.**

ESTIMATES

Candidates will benefit from estimate grades based on accurate internal assessment of their project.

The marking scheme should be used to estimate individual candidates work and each marking scheme should be submitted with each project.

Total Mark %

Marking Scheme

Plan	**Mark (Possible)**	**Mark Awarded**
Introduction to the Project • **Highly focused and relevant** • **Focused and relevant** • **Fairly well focused and relevant**	5 marks **4 ~ 5** **3** **2**	
Aims & Objectives for: • **Yourself** **Accurate and insightful** **Accurate** **Acceptable interpretation**	 10 marks **8 ~10** **6 ~ 7** **5**	
• **Research-based Report including:** Legislation Public attitudes Changes to service provision **Highly focused and relevant** **Focused and relevant** **Fairly well focused and relevant**	10 marks **8 ~ 10** **6 ~ 7** **5**	
• **Case Study Report including:** Viewpoint Identify needs Stress and related factors **Accurate and insightful** **Accurate** **Acceptable interpretation**	10 marks **8 ~ 10** **6 ~ 7** **5**	
Provide information including research methods. **Highly focused and relevant** **Focused and relevant** **Fairly well focused and relevant**	5 marks **4 ~ 5** **3** **3**	
Total Marks	**40 marks**	

Developing Stage	**Mark (Possible)**	**Mark Awarded**
Research-based Report Development of Care in the Community • **High standard in terms of level, accuracy and content** • **Good standard in terms of level, accuracy and content** • **Adequate in terms of level, accuracy and content**	10 marks **8 ~ 10** **6 ~ 7** **5**	
Relevant legislation • **High standard in terms of level, accuracy and content** • **Good standard in terms of level, accuracy and content** • **Adequate in terms of level, accuracy and content**	10 marks **8 ~ 10** **6 ~ 7** **5**	
Public attitudes • **Highly focused and insightful** • **Focused with some insight** • **Acceptable interpretation**	10 marks **8 ~10** **6 ~ 7** **5**	
Changes in service provision • **High standard, clearly interrelated** • **Good standard, interrelated in most aspects** • **Adequate standard, some interrelation**	10 marks **8 ~ 10** **6 ~ 7** **5**	
Total Marks	**40 marks**	
Case Study 1 – Case Study Report		
Jamelia's viewpoint • **Highly focused and relevant** • **Focused and relevant** • **Fairly well focused and relevant**	8 marks **7 ~ 8** **5 ~ 6** **4**	
CPN viewpoint • **Highly focused and relevant** • **Focused and relevant** • **Fairly well focused and relevant**	8 marks **7 ~ 8** **5 ~ 6** **4**	
Investigate: Sunita's needs • **Effectively consolidates and integrates knowledge and understanding** • **Satisfactorily consolidates and integrates knowledge and understanding** • **Consolidation and integration may lack continuity and consistency**	 10 marks **8 ~10** **6 ~ 7** **5**	

Developing Stage	**Mark (Possible)**	**Mark Awarded**
Investigate Hamed's needs • **Effectively consolidates and integrates knowledge and understanding** • **Satisfactorily consolidates and integrates knowledge and understanding** • **Consolidation and integration may lack continuity and consistency**	10 marks **8 ~ 10** **6 ~7** **5**	
Factors which may be a source of stress for Jamelia • **Knowledge and skills have been accurately applied to a complex situation** • **Knowledge and skills have been applied with varying degrees of complexity** • **Knowledge and skills have been applied in a straightforward way**	7 marks **6 ~ 7** **5** **4**	
Support for Jamelia to care for her parents • **High standard, clearly interrelated** • **Good standard, interrelated in most aspects** • **Adequate standard, some interrelation**	7 marks **6 ~ 7** **5** **4**	
Total Marks	**50 marks**	
Case Study 2 – Case Study Report		
Kath's viewpoint • **Highly focused and relevant** • **Focused and relevant** • **Fairly well focused and relevant**	8 marks **7 ~ 8** **5 ~ 6** **4**	
CPN viewpoint • **Highly focused and relevant** • **Focused and relevant** • **Fairly well focused and relevant**	8 marks **7 ~ 8** **5 ~ 6** **4**	
Investigate: Billy's needs • **Effectively consolidates and integrates knowledge and understanding** • **Satisfactorily consolidates and integrates knowledge and understanding** • **Consolidation and integration may lack continuity and consistency**	10 marks **8 ~ 10** **6 ~ 7** **5**	

Developing Stage	**Mark (Possible)**	**Mark Awarded**
Continued His parents' needs • **Effectively consolidates and integrates knowledge and understanding** • **Satisfactorily consolidates and integrates knowledge and understanding** • **Consolidation and integration may lack continuity and consistency**	10 marks **8 ~ 10** **6 ~ 7** **5**	
Factors which may contribute to the stress experienced by Billy and his parents • **Knowledge and skills have been accurately applied to a complex situation** • **Knowledge and skills have been applied with varying degrees of complexity** • **Knowledge and skills have been applied in a straightforward way**	7 marks **6 ~ 7** **5** **4**	
Supports to deal with situation • **High standard, clearly interrelated** • **Good standard, interrelated in most aspects** • **Adequate standard, some interrelation**	7 marks **6 ~ 7** **5** **4**	
Total Marks	**50 marks**	

Conclusions & Recommendations Conclusions on changes in approaches to care, related to the case study. • **Effectively consolidates and integrates knowledge and understanding** • **Satisfactorily consolidates and integrates knowledge and understanding** • **Consolidation and integration may lack continuity and consistency**	10 marks **8 ~ 10** **6 ~ 7** **5**	
Recommendations to meet the needs of the individuals. • **Knowledge and skills have been accurately applied to a complex situation** • **Knowledge and skills have been applied with varying degrees of complexity.** • **Knowledge and skills have been applied in a straightforward way.**	15 marks **12 ~ 15** **9 ~ 11** **7 ~ 8**	

Developing Stage	**Mark (Possible)**	**Mark Awarded**
Other advice i.e. support agencies, allowances etc. • **Highly focused and relevant** • **Focused and relevant** • **Fairly well focused and relevant**	5 marks **4 ~ 5** **3** **2**	
Total Mark	**30 marks**	

Evaluation	**Mark (Possible)**	**Mark Awarded**
• Outline of the project	2 marks	
Review of the case study, including: Plan. • **Highly focused and insightful** • **Focused with some insight** • **Acceptable interpretation**	6 marks **5 ~ 6** **4** **3**	
Research-based report • **Highly focused and relevant** • **Focused and relevant** • **Fairly well focused and relevant**	6 marks **5 ~ 6** **4** **3**	
Case study report • **Highly focused and relevant** • **Focused and relevant** • **Fairly well focused and relevant**	6 marks **5 ~ 6** **4** **3**	
Conclusions & recommendations • **Highly focused and relevant** • **Focused and relevant** • **Fairly well focused and relevant**	6 marks **5 ~ 6** **4** **3**	
Review of own performance: Skills/knowledge/understanding • **Highly focused and insightful** • **Focused with some insight** • **Acceptable interpretation** Research: content methods • **Highly focused and relevant** • **Focused and relevant** • **Fairly well focused and relevant**	6 marks **5 ~ 6** **4** **3** 4 marks 4 marks **4** **3** **2**	
Total Mark	**40 marks**	