The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

Understanding Mental Health

Level 5   D20179

www.fetac.ie
# Level 5 Module Descriptor

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<tr>
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<td>Indicates the module content. This title appears on the learner’s certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a>.</td>
</tr>
<tr>
<td><strong>Module Code</strong></td>
<td>An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.</td>
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<td><strong>Level</strong></td>
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<td><strong>Credit Value</strong></td>
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<td><strong>Purpose</strong></td>
<td>Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.</td>
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<tr>
<td><strong>Preferred Entry Level</strong></td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
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<td><strong>Special Requirements</strong></td>
<td>Usually ‘none’ but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.</td>
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<tr>
<td><strong>General Aims</strong></td>
<td>Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.</td>
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<tr>
<td><strong>Units</strong></td>
<td>Structure the learning outcomes; there may be no units.</td>
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<tr>
<td><strong>Specific Learning Outcomes</strong></td>
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<td>Provides details on how the learning outcomes are to be assessed.</td>
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<td><strong>Appendices</strong></td>
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<td>Explains the types of assessment techniques used to assess standards.</td>
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Introduction

A module is a statement of the standards to be achieved to gain a FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners’ needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners’ core skills is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one’s own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
1 Module Title Understanding Mental Health

2 Module Code D20179

3 Level 5

4 Credit Value 1 credit

5 Purpose This module is a statement of the standards to be achieved to gain a FETAC credit in Understanding Mental Health at Level 5. It is designed to equip learners with the knowledge and skills to:
   • provide care for people who experience mental health problems, under nursing supervision, in the mental health services and/or
   • to work in a broad range of support roles within mental health settings.

6 Preferred Entry Level FETAC Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences

7 Special Requirements None.

8 General Aims Learners who successfully complete this module will:

8.1 understand the concepts of mental health, positive mental health and mental ill-health

8.2 be familiar with the Irish Mental Health System

8.3 have gained an understanding of how different mental health problems impact on people’s lives

8.4 be able to meet a range of identified needs within the context of their role

9 Units The specific learning outcomes are grouped into 5 units.

Unit 1 Positive Mental Health
Unit 2 Mental Health Supports and Services
Unit 3 Working with and/or caring for People who experience Mental Health Problems
Unit 4 Understanding Assessment, Diagnosis and Approaches to Treatment and Care.
Unit 5 Personal Perspectives
10 Specific Learning Outcomes

Unit 1 Positive Mental Health

*Learners should be able to:*

10.1.1 display an understanding of what is meant by positive mental health.

10.1.2 identify the biopsychosocial factors that help or hinder the development and retention of positive mental health.

10.1.3 demonstrate an awareness of their own mental health and mental well-being.

Unit 2 Mental Health Supports and Services

*Learners should be able to:*

10.2.1 display knowledge of mental health facilities, care settings and services

10.2.2 list the key voluntary and representative organisations that impact/contribute to mental health in Ireland and outline their aims.

10.2.3 demonstrate knowledge of the key mental health professionals who work in adult mental health services and outline their respective roles.

10.2.4 demonstrate understanding of current mental health policy in Ireland.

Unit 3 Working with and/or Caring for People who experience Mental Health Problems

*Learners should be able to:*

10.3.1 summarise their role in working to enhance the health and development of people who experience mental health problems within their organisation or care setting

10.3.2 demonstrate an understanding of the following concepts in working with a person who experiences mental health problems:

- person-centred care focus
- recovery
- dignity
- respect
- choice
- self esteem
- confidentiality
- risk & safety
10.3.3 reflect on local policies and procedures within their own work setting in relation to care or service needs / requirements e.g. behaviour and safety.

10.3.4 understand the use of supervision of practice, and related concepts, in the workplace

10.3.5 demonstrate an understanding of how to implement agreed plans and reports determined by their role as delegated and provide appropriate feedback to the delegator.

Unit 4 Understanding Assessment, Diagnosis and Approaches to Treatment and Care.

Learners should be able to:

10.4.1 display an understanding of mental ill-health and its prevalence

10.4.2 understand the purpose and aims of assessment in mental health.

10.4.3 outline the main assessment methods used.

10.4.4 demonstrate an understanding of how diagnoses are made within mental health services.

10.4.5 name the common mental health problems and their symptoms, including: anxiety-related conditions; depression; schizophrenia; eating disorders; personality disorders and addictions.

10.4.6 discuss the use of the biopsychosocial model in the treatment and care of people who experience mental health problems (e.g. biological, psychological, and social models)

Unit 5 Personal Perspectives

Learners should be able to:

10.5.1 demonstrate an understanding of the personal impact of receiving a diagnosis of a mental health problem.

10.5.2 describe the social impact of receiving a diagnosis of a mental health problem (including stigma and discrimination).

10.5.3 consider the ways in which people with mental health problems can recover from personal and social difficulties.
11 Portfolio of Assessment

Summary

<table>
<thead>
<tr>
<th>Assignment</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Demonstration (2)</td>
<td>60%</td>
</tr>
</tbody>
</table>

11.1 Assignment 1 (40 marks)

Each candidate will complete a written report to demonstrate evidence that they have completed the following:

- Investigated the types of mental health service supports and services that are available in their own work or home locality.

- Interviewed or met with one person who works in a selected service to identify / find out their job role in supporting persons with mental health difficulties and their role in relation to other work colleagues in that service.

- Interviewed or met with one person who uses a selected service to elicit their perspective (find out their views) on the contribution of the support or service in promoting his/her mental health.

The candidate will compile a short assignment (approx. 1000 words or equivalent) in report format which details their understanding of the key services and personnel involved in providing mental health supports and the role these supports play in promoting mental health as experienced by the user of the service.

11.2 Skills Demonstration (60 marks)

In two skills demonstrations, candidates will be assessed on a broad range of practical skills and knowledge from the specific learning outcomes.

Assessment Strategy

The internal assessor should design briefs for two skills demonstrations that require the candidate to demonstrate specific skills and aptitudes required to work safely and effectively in partnership with clients / service users and as part of a team under direction in the mental health setting eg. conducting an initial meeting with a service user to ascertain support requirements, supporting a person who experiences mental health problems in planning for the future, etc. The skills demonstrations should be assessed directly in the mental health setting and the wider learning environment.

Assessment must be verified by the course co-ordinator / Assessor or workplace supervisor along with the candidate’s supporting evidence. Course co-ordinator / Assessor / workplace supervisor verification of each skills demonstration should include details of the activity and the context or circumstances of the demonstration element.

The briefs for specific exercises, situations and activities undertaken, should be drawn from the specific role description of the candidate and should be made available to the external Authenticator.

Candidates will be required to demonstrate the following skills:
• Organisation and preparation in relation to the task, paying particular attention to working in accordance with concepts such as:
  o Person-centred focus
  o Recovery
  o Dignity
  o Respect
  o Choice
  o Self-esteem
  o Confidentiality
  o Risk and safety.
• Practical ability to carry out the task and effective communication with the client during the task in line with the concepts above.
• Application of appropriate safety procedures.
• Ability to reflect on, and critique, own practice

Candidates will submit brief written documentation, to include:
  ▪ a record of how the tasks in the skills demonstrations were planned and carried out
  ▪ a reflection by the candidate of their own performance in carrying out the task which should include (a) areas in which the candidate believes he / she displayed evidence of working in accordance with the concepts outlined above, (b) improvements the candidate could make to their practice in carrying out similar tasks in the future relevant to their role and (c) feedback from the client on their experience of working with the candidate on the task.

12 Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>50 - 64%</td>
</tr>
<tr>
<td>Merit</td>
<td>65 - 79%</td>
</tr>
<tr>
<td>Distinction</td>
<td>80 - 100%</td>
</tr>
<tr>
<td>Assessment Criteria</td>
<td>Maximum Mark</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Displayed a clear understanding of mental health supports and settings.</td>
<td>10</td>
</tr>
<tr>
<td>Demonstrated clear identification of the key mental health professionals who work in adult mental health services and outlined their respective roles.</td>
<td>15</td>
</tr>
<tr>
<td>Demonstrated understanding of the experiences of a person who has utilised various services and identified their perspective on the role of such services in supporting their mental health.</td>
<td>15</td>
</tr>
</tbody>
</table>

**TOTAL MARKS**

This mark should be transferred to the Module Results Summary Sheet 40

*Internal Assessor’s Signature: _________________________________ Date: ____________*

*External Authenticator’s Signature: _________________________________ Date: ____________*
### Understanding Mental Health
**D20179**
**Skills Demonstrations: 60%**

Candidate Name: ___________________________  PPSN: ________________________

Centre: ______________________________________ Centre No.: _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Skill 1</th>
<th>Skill 2</th>
<th>Total Candidate Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated an ability to plan and organise the task in a manner reflecting a partnership approach with the client and other members of the team</td>
<td>5 X 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated competent completion of the task under the supervision of their supervisor, displaying evidence of respect for the dignity of the person (making contact, using name, explaining, listening etc.), providing choices where possible, and adopting a person-centred, recovery-oriented style of work in carrying out the task and discussing feedback with the client.</td>
<td>10 X 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated an understanding of local policies, procedures and good practice skills within their own work setting, in relation to confidentiality, health and safety practice, etc. in completion of the task</td>
<td>10 X 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstration of clear critique of own practice identifying areas of competence displayed during the task and areas of potential improvement in similar tasks relevant to their role</td>
<td>5 X 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**

*This mark should be transferred to the Module Results Summary Sheet*

60 (30x2)

**Internal Assessor’s Signature:** ___________________________  **Date:** __________

**External Authenticator’s Signature:** ___________________________  **Date:** __________
**FETAC Module Results Summary Sheet**

**Module Title:** Understanding Mental Health  
**Module Code:** D20179

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Assignment</th>
<th>Skills Demonstration</th>
<th>Total 100%</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>40</td>
<td>60 (30x2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

Signed:  
Internal Assessor: ___________________________ Date: ________________

Grade*  
D: 80 - 100%  
M: 65 - 79%  
P: 50 - 64%  
U: 0 - 49%  
W: candidates entered who did not present for assessment
**Glossary of Assessment Techniques**

**Assignment**  
*An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

**Collection of Work**  
*A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.*

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.

**Examination**  
*A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.*

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

**Learner Record**  
*A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.*

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.
The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.

**Project**

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (some of these – about 2-4)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

**Skills Demonstration**

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.
FETAC Assessment Principles

1. Assessment is regarded as an integral part of the learning process.

2. All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3. The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4. Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5. The reliability of assessment techniques is facilitated by providing support for assessors.

6. Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7. To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8. Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9. Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.