**OCR-set Assignment**

**Sample Assessment Material**

OCR Level 3 Alternative Academic QualificationCambridge Advanced Nationals in Mental Health: Individuals & Society

Unit F402: Supporting and promoting mental health and wellbeing in organisations

Scenario Title: Chaterin Digital

Give to candidates on or after X June 20XX.
Valid for assessment until 20XX. For use by students beginning the qualification in September 20XX and finishing by 20XX or 20XX.

This is a sample OCR-set assignment which should only be used for practice**.**

This assignment **must not** be used for live assessment of students.

The live assignments will be available on our secure website, ‘Teach Cambridge’.

**The OCR administrative codes linked to this unit are:**

* unit entry code F402
* certification code H198

**The regulated qualification number linked to this unit is:**

XXX/XXXX/X

**Duration**

* About 15 hours of supervised time (GLH)
(work that **must** be completed under teacher supervised conditions)
* 3 hours of unsupervised time

(work that students can complete independently without teacher supervision)

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# Information and instructions for teachers

## Using this assignment

This assignment provides a scenario and set of related tasks that reflect supporting and improving mental health and wellbeing at work.

The assignment:

* Is written so that students have the opportunity to meet the requirements of all assessment criteria for the unit.
* Will tell students if their evidence must be in a specific format. If the task does not specify a format, students can choose the format to use.
* **Must** be completed under teacher supervision. Any unsupervised time allowed will be stated below and explained in the assessment guidance.

We have estimated that this assignment will take about 15 hours of supervised time to complete. Students will need approximately:

* 5 hours to complete Task 1a
* 5 hours to complete Task 1b
* 5 hours to complete Task 2.

You **must**:

* Use an OCR-set assignment for summative assessment of students.
* Familiarise yourself with the assessment criteria and assessment guidance for the tasks. These are given at the end of each student task. They are also with the unit content in **Section 4** of the Specification.
* Assessment guidance is only given where additional information is needed. There might not be assessment guidance for each criterion.
* Make sure students understand that the assessment criteria and assessment guidance tell them in detail what to do in each task.
* Read and understand **all** the rules and guidance in **Section 6** of the Specification **before** your students start the set assignments.
* Make sure that your students complete the tasks and that you assess the tasks fully in line with the rules and guidance in **Section 6** of the Specification.
* Give your students the Mental Health: Individuals and Society**Student guide to NEA assignment****s** **before** they start the assignments.

You **must** **not**:

* Use live OCR-set assignments for practice or formative assessment. This sample assessment material **can** be used for practice or formative assessment.
* Use this sample assessment material for live assessment of students.
* Allow group work for **any** task in this assignment.
* Change any part of the OCR-set assignments or assessment criteria.

**Pages 1-4** are for teachers only. Please do **not** give **Pages 1-4** to your students.

You can give **any** or **all** of the pages **that follow** to your students.

# Tasks for students and assessment criteria

**Unit F402: Supporting and promoting mental health and wellbeing in organisations**

**Scenario Title:** Chaterin Digital

Give to candidates on or after X June 20XX.
Valid for assessment until 20XX. For use by students beginning the qualification in September 20XX and finishing by 20XX or 20XX

## Scenario

You work for a charity that helps organisations support the mental health and wellbeing of their employees. You have been asked to help **Chaterin Digital** understand the issues affecting its employees and recommend how to improve the support it offers.

You have been asked to identify how internal factors are contributing to mental health and wellbeing issues, and to create a mental health at work plan to recommend improvements. You must also create a wellbeing survey to monitor the success of your recommended plan.

**Chaterin Digital** knows that issues outside of work also impact on its employees’ mental health and wellbeing. It wants to run a campaign providing mental health and wellbeing support in relation to relevant issues. You have also been asked to plan the campaign and create the content for the campaign material, based on the information below.

You have been given some information to help summarise how working at **Chaterin Digital** impacts on the mental health and wellbeing of its employees.

**Chaterin Digital**

|  |  |
| --- | --- |
| **Scale of operation** | * National (United Kingdom)
 |
| **Size of organisation** | * Large
* 120 employees
 |
| **Organisational structure** | * Formal (hierarchy)
 |
| **Working environment** | * There is one office
* The majority of employees are home-based/remote
 |
| **Working patterns** | * 80% of staff are full-time
* 20% of staff are part-time
 |
| **Issues that the organisation has asked you to help with** | * High staff turnover
* High rates of long-term sickness
 |

**Extracts from one-to-one staff wellbeing interviews**

Sam

Sam works full-time from home. She works in a team of 10 people who all work remotely and rarely meet face-to-face as a team. Her team mostly communicate through email and remote meetings. She has two young children and likes the convenience of working from home but finds it difficult to switch off from work in the evenings. She feels isolated from the rest of the team and does not feel her line manager, Zayn, supports her well. Sam feels she has too much work to do which means she has to work late into the evenings to get everything done.

When she raised this with her line manager, she was told that everyone has the same amount of work to do and she should manage her time better. This makes Sam feel anxious but she is reluctant to talk to her manager. She does not know who else she can talk to about her workload or feelings of anxiety. Two members of Sam’s team have left recently and another is on long-term sick leave. Sam is thinking about leaving her job as she is not happy with her workload or the level of support she gets.

Zayn (Sam’s line manager)

Zayn is the manager of Sam’s team and also works remotely. This is Zayn’s first role as a manager and they have only been doing it for six months. Zayn has been given an online training course to complete about how to support their team’s mental health and wellbeing. Zayn doesn’t feel supporting mental health and wellbeing is an important part of their role, so has not yet completed the training. Zayn knows that other managers in the organisation haven’t completed the training either.

**Results from a previous wellbeing survey**

* 62% of employees reported feelings of stress because of high workloads.
* 42% of employees feel the management do not care about the impact of workload on employee mental health and wellbeing and are more interested in meeting targets.
* 34% of employees do not feel listened to or supported by their managers.
* 60% of employees reported financial worries as an external factor that concerns them.

## Task 1a

**Supporting mental health and wellbeing at work**

Topic Areas 1 and 2 are assessed in this task.

**The task is:**

* Summarise the issues affecting the mental health and wellbeing of employees at the organisation.
* Identify how the structure and running of the organisation impacts on employees’ mental health and wellbeing.
* Create a mental health at work plan based on the principles of good practice to recommend improvements. For the section of your plan that covers **M4**, you should focus on the specified area: **promoting effective people management.**
* Present your findings in the form of a report.

Your evidence **must** include:

* Your mental health at work plan.

**Use the assessment criteria below to tell you what you need to do in more detail.**

| **Pass** | **Merit** | **Distinction** |
| --- | --- | --- |
| **P1:** **Summarise** the issues affecting mental health and wellbeing of the employees at the organisation.(PO2) | **M1: Explain** how the features of the organisation, and the way it communicates, are impacting on the mental health and wellbeing of **employees**.(PO3) | **D1: Discuss** how the features, communication and internal factors from **M1** and **M2** may be contributing to the issues for the **organisation**.(PO3) |
| **M2: Explain** how the internal factors at the organisation are impacting on the mental health and wellbeing of its **employees.**(PO3) |
| **P2:** **Describe** how a mental health at work plan will benefit the organisation.(PO2) |  |  |
| **P3: Outline** the areas for improvement targeted by your mental health at work plan.(PO2) | **M3: Recommend** how the organisation should change the working conditions to improve the mental health and wellbeing of its employees.(PO3) | **D2: Justify** why the recommendations in **M3** are appropriate for the organisation.(PO3) |
| **M4: Recommend** how the organisation could make improvements to the **specified area** of supporting the mental health and wellbeing of the workforce.(PO3) | **D3: Justify** why the recommendations in **M4** are appropriate for the organisation.(PO3) |
| **P4: Describe** barriers to the successful implementation of the mental health at work plan for the organisation. Is this clearer(PO2) | **M5: Explain** how the barriers in **P4** can be overcome.(PO2) |  |

**Assessment Guidance**

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

| **Assessment Criteria** | **Assessment guidance** |
| --- | --- |
| **General** | * Where assessment criteria refer to ‘the organisation’, this is the organisation given in the scenario.
* Students **must** apply their answers to the organisation in the scenario. They must **not** give generic answers.
* The mental health at work plan is made up of the evidence produced by students for **P3**, **P4**, **M3**, **M4**, **M5**, **D2** and **D3**.
 |
| **P1** | * Students **must** use the information from the scenario.
 |
| **M1** | * **M1** relates to the organisational features in **Topic Area 1.2** and communication in **Topic Area 1.3**.
* Students **must** include **three** points including **at least one** from **Topic Area 1.2** and **at least one** from **Topic Area 1.3:**
 |
| **M2** | * **M2** relates to the internal factors from **Topic Area 1.4.1**.
* Students **must** include **three** factors that impact the **employees** at the organisation.
 |
| **D1** | * Students **must** relate their discussion to the impact on the **organisation.**
* Students **must** relate their discussion to the points explained in **M1** **and** **M2** to achieve this criterion.
 |
| **P2** | * Students **must** describe the **benefits to the organisation** in the scenario of having a mental health at work plan rather than the general benefits of having a mental health at work plan.
* Students **must** include **two relevant** benefits.
 |
| **P3** | * **P3** relates to **Topic Areas 2.2** and **2.3**.
* Students **must** include **two** areas for improvement relevant to the organisation, including **one** from **Topic Area 2.2** and **one** from **Topic** **Area** **2.3**.
 |
| **M3** | * Students **must** cover both areas of improvement outlined in **P3**.
 |
| **M4** | * Students **must** cover both areas of improvement outlined in **P3**.
* The area of support will be specified in the task. The area of support will be taken from **Topic Area 2.3.1**, **2.3.2**, or **2.3.3**.
 |
| **D2** | * There is no assessment guidance for this criterion.
 |
| **D3** | * There is no assessment guidance for this criterion.
 |
| **P4** | * **P4** relates to **Topic Area 2.6**.
* Students **must** include **two** barriers relevant to the organisation.
 |
| **M5** | * Students **must** cover both barriers described in **P4**.
 |

**Advice:**

* Remember to clearly reference any information used from books, websites or other sources to support your evidence.

## Task 1b

**Creating a wellbeing survey**

Topic Areas 1 and 2 are assessed in this task.

You have also been asked to create a wellbeing survey that will be used to monitor the success of your mental health at work plan.

**The task is:**

* Create and test the wellbeing survey.
* Evaluate your wellbeing survey alongside other wellbeing monitoring tools.

Your evidence **must** include:

* Your draft and final wellbeing survey.
* The feedback you collected on your wellbeing survey.
* Your written report.

**Use the assessment criteria below to tell you what you need to do in more detail.**

| **Pass** | **Merit** | **Distinction** |
| --- | --- | --- |
| **P5: Create** a draft survey to monitor the impact of the mental health at work plan on employee mental health and wellbeing.(PO4) | **M6: Explain** how your final survey design is effective.(PO4) | **D4 Evaluate** how effective your survey, along with other monitoring tools, will be for understanding the impact of the work plan on employee mental health and wellbeing.(PO3) |
| **P6: Collect** feedback on your draft survey design.(PO4) |
| **P7: Create** a final version of your survey based on the feedback received in **P6**.(PO4) |
| **P8: Describe** how **two** other monitoring tools could be used to monitor mental health and wellbeing in the organisation.(PO2) |  |

**Assessment Guidance**

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

| **Assessment Criteria** | **Assessment guidance** |
| --- | --- |
| **P5** | * Surveys **must** include at **least six** questions that relate to mental health and wellbeing.
* Students **must** include both open and closed question types from **Topic Area 2.5**.
 |
| **P6** | * Students **must** test their draft survey on at least **three** different people. This can be peers, family or friends. The feedback must be sufficient to allow students to access **P7**.
* Feedback should be focused on the factors listed in **Topic Area 2.5**.
* Evidence of feedback **must** be submitted. Where students have received verbal feedback, they **must** provide notes on this.
 |
| **P7** | * Students **must** provide evidence of any adaptations made to the draft survey and the reasons for them.
* Reasons for adaptations could be provided in the form of an annotated final survey or brief written notes accompanying the final survey.
* If the student does not consider that adaptations need to be made, or has not addressed some elements of the feedback, they **must** give reasons for this.
 |
| **M6** | * **M6** relates to **Topic Area 2.5**.
* Students **must** explain how they have considered question types, bias **and** ethical issues in their survey design.
 |
| **P8** | * **P8** relates to **Topic Area 2.4**.
* Students **must** describe how **two** monitoring tools (other than wellbeing surveys) could be used. Students can use any relevant monitoring tool and are not limited to the examples listed in **Topic Area 2.4**.
 |
| **D4** | * Evaluation **must** be linked to the monitoring tools described in **P8** and the student’s own wellbeing survey.
* The effectiveness of the monitoring tools **must** be linked to the mental health at work plan.
 |

**Advice:**

* Remember to clearly reference any information used from books, websites or other sources to support your evidence.

## Task 2

**Planning a mental health and wellbeing campaign**

Topic Areas 1, 2 and 3 are assessed in this task

Chaterin Digital knows that issues outside of work also impact its employees’ mental health and wellbeing. Chaterin Digital has identified **financial worries** as an area of particular concern for its employees.

**The task is:**

Plan a mental health and wellbeing campaign to support employees based on the theme of **financial worries**.

* Research the theme.
* Plan the campaign.
* Create and review the campaign content.

Your evidence **must** include:

* Your campaign plan.
* Your campaign content.
* The feedback you collected on your campaign content.
* A written report.

**Use the assessment criteria below to tell you what you need to do in more detail. strategies**

| **Pass** | **Merit** | **Distinction** |
| --- | --- | --- |
| **P9: Summarise three**key ways the theme can affect mental health and wellbeing.(PO2) |  | **D5: Discuss** the extent to which your campaign will support employees’ mental health and wellbeing in relation to the theme.(PO3) |
| **P10: Research three** strategies and **three** sources of support that employees can use to help manage their mental health and wellbeing in relation to **P9**.(PO4) | **M7: Explain** how the strategies and sources of support in **P10** will help employees to manage their mental health and wellbeing in relation to the theme.(PO3) |
| **P11: Justify** why the sources of information that you have used in your research are appropriate, reliable and valid.(PO4) |  |
| **P12: Describe** the format of your campaign and how it will be communicated to employees at the organisation.(PO4) | **M8: Justify** why the format and communication method from **P12** are appropriate for the organisation.(PO3) |
| **P13: Collect** feedback on your campaign content.(PO4) |  | **D6: Recommend** and **justify** improvements to your campaign based on feedback and self-reflection.(PO3) |
| **P14: Describe** other approaches the organisation could use alongside your campaign to support employees’ mental health and wellbeing in relation to the **theme**.(PO2) |  |

**Assessment Guidance**

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

| **Assessment Criteria** | **Assessment guidance** |
| --- | --- |
| **P9** | * Evidence **must** relate to the theme specified in the task.
* Evidence for **P9** forms part of the campaign content.
* Students **must** summarise **three** ways the theme affects mental health and wellbeing to achieve the criterion.
* The research element of the task does not need to be completed under teacher supervised conditions, but it is necessary in order for students to access the criteria.
 |
| **P10** | * This criterion relates to the approaches to research in **Topic Area 3.1**.
* Students **must** evidence that they have researched **three** strategies **and three** sources of support to achieve this criterion.
* The strategies and sources of support **must** relate to the key ways summarised in **P9**. They can address one, two or all three of the key ways summarised.
* Students **must** use at least **three** sources of information as part of their research. It is acceptable for these sources to be **three different** websites.
* The research **must** be correctly acknowledged.
* Research evidence forms part of the campaign content.
 |
| **M7** | * To achieve this criterion, students **must** explain how all the strategies **and** sources of support from **P10** will help employees.
 |
| **P11** | * This criterion relates to **Topic Area 3.1**.
* Students **must** justify why **three** of the sources of information used in **P11** are appropriate, reliable and valid.
 |
| **P12** | * **P12** is the campaign plan.
* The choice of format for the campaign **must** be appropriate for the organisation.
* Students **must** say how the campaign will be communicated to the **employees.**
 |
| **M8** | * This criterion relates to **Topic Area 3.2**.
 |
| **D5** | * Students **must** consider how far their campaign will make a difference to employees’ mental health and wellbeing in relation to the theme.
 |

|  |  |
| --- | --- |
| **P13** | * **P13** relates to **Topic Area 3.3**.
* Students **must** collect feedback on how successful their campaign content will be in supporting employees in relation to the theme.
* It is recommended that students consider **D6** when collecting their feedback.
* Feedback methods **must** come from **Topic Area 3.3**. Evidence of feedback **must** be submitted. Where students have received verbal feedback, they **must** provide notes on this.
 |
| **P14** | * This criterion relates to **Topic Area 2.3.1**.
* Students **must** consider other ways that the organisation can support the employees in relation to the **theme**.
 |
| **D6** | * Recommendations **must** be based on feedback on the campaign content from **P13 and** self-reflection on the campaign content and overall campaign plan.
 |

**Advice:**

* Remember to clearly reference any information used from books, websites or other sources to support your evidence.

# NEA Command Words

The table below shows the command words that may be used in the NEA assignments and/or assessment criteria.

|  |  |
| --- | --- |
|  **Command Word** |  **Meaning** |
|  **Adapt** | * Change to make suitable for a new use or purpose
 |
|  **Analyse** | * Separate or break down information into parts and identify their characteristics or elements
* Explain the different elements of a topic or argument and make reasoned comments
* Explain the impacts of actions using a logical chain of reasoning
 |
|  **Assess** | * Offer a reasoned judgement of the standard or quality of situations or skills. The reasoned judgement is informed by relevant facts
 |
|  **Calculate** | * Work out the numerical value. Show your working unless otherwise stated
 |
|  **Classify** | * Arrange in categories according to shared qualities or characteristics
 |
|  **Compare** | * Give an account of the similarities and differences between two or more items, situations or actions
 |
|  **Conclude** | * Judge or decide something
 |
|  **Describe** | * Give an account that includes the relevant characteristics, qualities or events
 |
|  **Discuss** (how/whether/etc) | * Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
 |
|  **Evaluate** | * Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
 |
|  **Examine** | * To look at, inspect, or scrutinise carefully, or in detail
 |
|  **Explain** | * Give reasons for and/or causes of something
* Make something clear by describing and/or giving information
 |
|  **Interpret** | * Translate information into recognisable form
* Convey one’s understanding to others, e.g. in a performance
 |
|  **Investigate** | * Inquire into (a situation or problem)
 |
|  **Justify** | * Give valid reasons for offering an opinion or reaching a conclusion
 |
|  **Research** | * Do detailed study in order to discover (new) information or reach a (new) understanding
 |
|  **Summarise** | * Express the most important facts or ideas about something in a short and clear form
 |

We might also use other command words but these will be:

* commonly used words whose meaning will be made clear from the context in which they are used.
* subject specific words drawn from the unit content.