



## **Workplace Activities Guidance**

# Working with Pupils, Families and Communities on a Mental Health Strategy

Level 4 Unit code: F/650/8885



Version 7/24

## WORKING WITH PUPILS, FAMILIES, AND COMMUNITIES ON A MENTAL HEALTH STRATEGY – EVIDENCE LIST

- Action plan (if relevant)

### WORKING WITH PUPILS, FAMILIES, AND COMMUNITIES ON A MENTAL HEALTH STRATEGY – OUTCOME 1

<b>Question:</b> 1 Identify different cultures and backgrounds in their community.	
<b>Unit:</b> Working with Pupils, Families and Communities on a Mental Health Strategy	<b>Assessment Criterion:</b> 1.1
<p>Pass – Identify at least 3 different cultures and backgrounds in their community.</p> <p>Good – Identify at least 4 different cultures and backgrounds in their community.</p> <p>Excellent — Identify more than 4 different cultures and backgrounds in their community.</p>	

<b>Question:</b> 1 Reflect on the impact cultures and backgrounds have on a pupil and families.	
<b>Unit:</b> Working with Pupils, Families and Communities on a Mental Health Strategy	<b>Assessment Criterion:</b> 1.2
<p>Pass – Simple description of impact on pupils and families regarding their mental health strategy.</p> <p>Good – Detailed description of impact on pupils and families regarding their mental health strategy.</p> <p>Excellent — Detailed description of impact on pupils and families regarding their mental health strategy with future plans.</p>	

### WORKING WITH PUPILS, FAMILIES, AND COMMUNITIES ON A MENTAL HEALTH STRATEGY – OUTCOME 2

<b>Question:</b> 2 Identify barriers face when working with pupils, families, and community.	
<b>Unit:</b> Working with Pupils, Families and Communities on a Mental Health Strategy	<b>Assessment Criterion:</b> 2.1
<p>Pass – Identify at least 2 different barriers face when working with pupils, families, and community.</p> <p>Good – Identify at least 2 different barriers face when working with pupils, families, and community.</p> <p>Excellent — Identify more than 3 different barriers face when working with pupils, families, and community.</p>	

<b>Question:</b> 2 Reflect on how to overcome barriers.
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<b>Unit:</b> Working with Pupils, Families and Communities on a Mental Health Strategy	<b>Assessment Criterion:</b> 2.2
Pass – Simple reflection on how they overcome identified barriers. Good – Detailed reflection on how they overcome identified barriers. Excellent — Detailed reflection on how they overcome barriers with future plans.	

**WORKING WITH PUPILS, FAMILIES, AND COMMUNITIES ON A MENTAL HEALTH STRATEGY – OUTCOME 3**

<b>Question:</b> 3 Reflect on examples of successful engagement with pupils.	
<b>Unit:</b> Working with Pupils, Families and Communities on a Mental Health Strategy	<b>Assessment Criterion:</b> 3.1
Pass – simple reflection over 1 -2 paragraphs of successful engagement with pupils. Good - detailed reflection over 3 or more paragraphs of successful engagement with pupils. Excellent – detailed reflection over 3 of successful engagement with pupils with reflection on developing skills from experience.	

<b>Question:</b> 4 Reflect on examples of successful engagement with families or community.	
<b>Unit:</b> Working with Pupils, Families and Communities on a Mental Health Strategy	<b>Assessment Criterion:</b> 3.2
Pass – simple reflection over 1 -2 paragraphs of successful engagement with families or community. Good - detailed reflection over 3 or more paragraphs of successful engagement with families or community. Excellent – detailed reflection over 3 of successful engagement with families or community with reflection on developing skills from experience.	