Sample Assessment Materials (SAMs) (mental health optional units)

NCFE CACHE Level 2 Technical Occupational Entry in Healthcare Support (Diploma)

QN: 610/4528/7

Version 1.0 August 2025

Contents

Assessment 26: HSC AS 16: Understand the principles of positive behaviour support....3
Introduction 3
Task 1 3
Task 2 3
Task 3 5
Unit learning outcomes....6
Evidence requirements....6

Assessment 27: HSC AS 25: Contribute to the support of positive risk taking for individuals and HSC S 18: Support mental wellbeing and mental health 7
Introduction 7
Task 1 7
Task 2 8
Unit learning outcomes....9
Evidence requirements....9

Assessment 28: HSC S 29: Understanding mental health and DHS 14: Understanding mental wellbeing and mental health promotion 10
Introduction 10
Task 1 10
Task 2 10
Task 3 11
Unit learning outcomes....11
Evidence requirements....11

Assessment 29: HSC S 18: Support mental wellbeing and mental health 12
Introduction 12
Task 1 12
Unit learning outcomes....12
Evidence requirements....12
Change history record 13

Assessment 26: HSC AS 16: Understand the principles of positive behaviour support

Introduction

It is important as a support worker to have a sound knowledge and understanding of the principles of positive behaviour support when working with individuals. This means, understanding current legislation and frameworks in relation to positive behaviour support, understanding the factors that can influence an individual's behaviour, how to respond to behaviours that challenge safely and to respond to incidents effectively whilst supporting individuals and others.

Task 1

Create a **PowerPoint presentation** that outlines the key points and could be used to help inform your peers regarding current legislation, frameworks and codes of practice in relation to positive behaviour support. Your PowerPoint presentation should be engaging to the audience and clear in information. You must:

- outline current legislation, frameworks and policies and codes of practice
- explain what 'restrictive intervention' means
- describe what 'least restrictive intervention' means
- identify when restrictive interventions may be used
- outline the safeguards that need to be in place, if restrictive intervention is used

(HSC AS 16 LO1: AC1.1, 1.2, 1.3, 1.4, 1.5)

Task 2

Create a **series of posters or leaflets** that could be used with others (team members, families, or carers) to help them understand the principles of positive behaviour support and the strategies that are used to help support the individual. You must make sure that your information is factual, informative and provides appropriate examples. You must:

- explain, with examples, what 'positive behaviour' means and how behaviour is a form of expression
- describe types of behaviour that challenge and give appropriate examples for each one
- describe the range of factors that can influence an individual's behaviour; you must consider both internal and external factors and provide relevant examples
- describe strategies that are 'proactive and reactive' and identify an advantage and disadvantage of each one
- explain why it is important to use and support positive behaviour strategies with individuals
- define the term 'positive behaviour support' and outline the process of positive behaviour support planning and the different factors that need to be considered in relation to the individual being supported
- explain the importance of identifying 'patterns of behaviour' and 'triggers' that can challenge an individual's behaviour, when planning positive support with an individual
- give appropriate reasons for reviewing and revising strategies in the process and why this is important
- identify and provide sources of information and support in relation to positive behaviour support; these could include local and national sources

(HSC AS 16 LO2: AC2.1, 2.2, 2.3, 2.4, LO3: AC3.1, 3.2, LO4: AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6)

Task 3

Scenario

Ravi lives in a group home for 5 adults with learning disabilities. Ravi has also been diagnosed with anxiety disorder. Ravi has difficulty in regulating their emotions and can find too much stimulation challenging. Stevie also lives in the home. Stevie has echolalia (repetition of words and sounds aloud). The morning routine involves the residents making their own breakfast and, usually, Stevie and Ravi make their breakfast at separate times. However, this morning, Ravi had an appointment in the morning so got up earlier to have breakfast. Stevie was happy to see Ravi and was quite loud and expressive (making whooping sounds) and was repeating what they were hearing on the radio in the kitchen, with Ravi muttering. The member of staff was supporting Ravi with preparing their breakfast. The support worker asked Stevie, 'Just a bit calmer Stevie please,' as they could sense that Ravi was becoming agitated. Stevie repeated this and whooped. Ravi shouted, 'Shut up Stevie,' and Stevie repeated, 'Shut up Stevie.' Ravi swiped their coffee mug from the worktop, and it flew across the room, hitting the fridge door and breaking into pieces. Ravi was shouting at Stevie and crying. The support worker guided Stevie out of the kitchen to the lounge where another support worker was and went back into the kitchen to see Ravi.

You will take part in a **professional discussion**. The professional discussion can take place with your tutor or assessor or your supervisor if you are in a work placement. You should prepare for your professional discussion in advance to ensure you can provide relevant examples to evidence the requirements of the outcomes identified below.

The first part of the discussion focuses on your understanding of how you would respond to behaviours that challenge. You should be able to show your understanding of the following assessment criteria:

- identify reasons for changes in an individual's behaviour
- be able to identify signs that an individual's behaviour could escalate
- explain the actions you would take in response to an individual's behaviour that is challenging
- describe the process for recording and reporting after an incident

(HSC AS 16 LO5: AC5.1, 5.2, 5.3, 5.4)

The second part of the professional discussion focuses on how you would support an individual and others following an incident with an individual who has displayed challenging behaviours. You should be able to show your understanding of the following assessment criteria:

- how you would support an individual following an incident
- how the individual could be supported to reflect on an incident
- what the potential impact is for others who may have witnessed or been involved in an incident
- the benefits and importance of self-reflection after an incident
- when you would seek further support and advice as a support worker following an incident; outline where or who you would approach for support

(HSC AS 16 LO5: AC5.1, 5.2, 5.3, 5.4, LO6: AC6.1, 6.2, 6.3, 6.4, 6.5)

Unit learning outcomes

Task 1

HSC AS 16 LO1: AC1.1, 1.2, 1.3, 1.4, 1.5

Task 2

HSC AS 16 LO2: AC2.1, 2.2, 2.3, 2.4, LO3: AC3.1, 3.2, LO4: AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6

Task 3

HSC AS 16 LO5: AC5.1, 5.2, 5.3, 5.4, LO6: AC6.1, 6.2, 6.3, 6.4, 6.5

Evidence requirements

Task 1

PowerPoint presentation

Task 2

Poster / leaflets

Task 3

Professional discussion

Assessment 27: HSC AS 25: Contribute to the support of positive risk taking for individuals and HSC S 18: Support mental wellbeing and mental health

Your assessor will be able to holistically assess criteria from unit HSC AS 25 Contribute to the support of positive risk taking for individuals, including LOs from HSC S 18 Support mental wellbeing and mental health.

Introduction

This assessment asks you to show your understanding of supporting individuals in taking positive risks. You must write a report to show your knowledge and understanding of legislation and policies, the importance of positive risk taking for individuals mental health and your duty of care when supporting individuals to do so. You will also undertake a practical task in helping an individual to make an informed choice about risk taking, supporting them through it and then evaluating through a review.

Please note that for the purpose of the practical activity, this can be completed within a work placement environment or within a simulation environment within your place of study. You must gain consent from the individual you are using in your practical activity, and you must make sure that your chosen individual is kept anonymous in any information you provide as part of your assessment. Make sure that you note the individual's consent in your work documents.

Task 1

Report

Write a report, using subheadings, to show your knowledge and understanding of the following points:

- explain what risk taking is in day-to-day life, and identify examples of how risk plays a part in everyday life of individuals
- outline the impacts on individuals of being prevented or discouraged from taking risks
- explain, with some examples how supporting others to take risks can help them to **gain confidence, develop skills and take an active part in their community**
- describe what a **'person centred risk assessment'** is; identify the key features and explain how this approach can support individuals in making positive outcomes
- outline key legislation around positive risk taking and outline how it is used to safeguard individuals while promoting their rights
- explain the duty of care you have as a support worker when supporting individuals to take positive risks, and outline any actions you would take if the individual you are supporting decided to take unplanned risks that put themselves or others in immediate danger

(HSC AS 25 LO1: AC1.1, 1.2, 1.3, LO2: AC2.1, 2.2, LO3: AC3.1, LO6: AC6.1, 6.2)

Task 2

Supporting an individual to make decisions about taking positive risks.

Gather, record and use relevant information from your work placement role or from simulation activities within your place of study to evidence how you have supported an individual to take positive risks. Working with your chosen individual, you should evidence the following:

Section 1 – Planning

How you supported the individual to make an informed choice about taking risks (HSC AS 25 LO4)
In this section you should include evidence to show:

- how you have supported the individual to explore and choose taking positive risks, ensuring they understand the responsibilities of doing so towards themselves and other people; identify how taking positive risks can promote the mental wellbeing of the individuals you are supporting (HSC AS 25 LO4: AC4.1, 4.3, HSC S 18 LO3: AC3.1, 3.2)
- how you have supported the individual to access information in relation to taking risks and ensuring they understand the information (HSC AS 25 LO4: AC4.2)
- how and where you have recorded all relevant information as part of the support plan, ensuring you comply with General Data Protection Regulations (GDPR) (HSC25 LO5: AC5.1)

Section 2 – Contribute to the implementation stage

How you contributed to the support of the individual, to manage the identified risks.

- How you supported the individual to promote their own mental wellbeing and mental health. (HSC S 18 LO3: AC3.2)
- How you contributed to provide a positive and supportive environment and assisted the individual in developing positive relationships. (HSC S 18 LO3: AC3.3, 3.4)
- Outline why it is important to be aware of how your own values, behaviours and experience can affect your own practice when supporting individuals to take risks. (HSC AS 25 LO4: AC4.5)

Section 3 – Reviewing

How you made sure you were working safely and ethically when supporting the individual.

- Explain why it is important to make sure you maintain records throughout the process and report information in relation to risk management, when supporting individuals with positive risk taking. (HSC AS 25 LO4: AC4.4, HSC AS 25 LO5: AC5.3)
- Explain why it is important that you work within the limitations of your role and responsibilities when contributing to the support of individuals in taking risks; what can happen if you work beyond your roles and responsibilities? (HSC AS 25 LO5: AC5.2, 5.3)

Unit learning outcomes

Task 1

HSC AS 25 LO1: AC1.1, 1.2, 1.3, LO2: AC2.1, 2.2, LO3: AC3.1, LO6: AC6.1, 6.2

Task 2

- HSC AS 25 LO4: AC4.1, 4.2, 4.3, 4.4, 4.5, LO5: AC5.1, 5.2, 5.3
- HSC S 18 LO3: AC3.1, 3.2, 3.3, 3.4

Evidence requirements

Task 1

Written report

Task 2

Practical activity – work placement or simulation and completion of a support plan / documentation.
Review

Assessment 28: HSC S 29: Understanding mental health and DHS 14: Understanding mental wellbeing and mental health promotion

Your assessor will be able to holistically assess criteria from HSC S 29 Understanding mental health and DHS 14: Understanding mental wellbeing and mental health.

Introduction

As a mental health support worker, it is important to understand the legal context of mental health, such as relevant legislation and the importance of confidentiality and data protection. Support workers also require a sound knowledge of the range of factors that can influence mental wellbeing and how to effectively promote mental health and wellbeing with individuals and groups within the wider community.

This assessment requires you to show your understanding of mental health legislation, factors that can impact on an individual's wellbeing and the importance of supporting individuals and groups with their mental wellbeing.

HSC S 29 Understanding mental health is barred against HSC S 18 Support mental wellbeing and mental health.

Task 1

Write a **report**, using appropriate subheadings, in which you will show your understanding of the following:

- identify relevant legislation in relation to mental health (HSC S 29 LO1: AC1.1)
- outline how the legislation informs the provision of care for individuals with mental health conditions, including individuals who are unable to make decisions for themselves (HSC S 29 LO1: AC1.2, 1.3)
- outline the legal principles of **confidentiality** and **data protection** in relation to individuals with mental health conditions (HSC S 29 LO1: AC1.4)
- evaluate two different views on the nature of mental wellbeing, mental health and mental ill health (DHS14 LO1: AC1.1)
- describe how mental health has changed with the move towards community care (HSC S 29 LO4: AC4.1)
- explain how the changes to mental health care has impacted on individuals; you can consider both positive and negative impacts (HSC S 29 LO4: AC4.2)

Task 2

Create a booklet that can be used as an information guide aimed at your peer group. Ensure your booklet is eye catching and appealing to your audience, include relevant examples where appropriate.

Your booklet should include the following:

- a definition of what is meant by mental health and mental ill health
- an outline of the characteristics of mental wellbeing – what helps individuals and groups stay mentally healthy?
- a description of different types of mental health conditions
- an explanation of a range of risk factors that can influence mental wellbeing, mental health and mental ill health problems across the life span – you must include the following: **social and cultural, media, biological**, **social economic**, **psychological**, **emotional** and **physical health**

- an outline of the terms ‘protective factors’ and ‘resilience’ – what do these mean in relation to mental wellbeing and mental health? Give examples to show how individuals and groups can utilise protective factors and resilience to help promote their mental wellbeing

(HSC S 29 LO2: AC2.1, 2.2, 2.3, 2.4, LO3: AC3.1, 3.2, 3.3)
(DHS 14 LO1: AC1.2, 1.3, LO2: AC2.1, 2.2)

Task 3

Undertake some **research** on a mental health promotion strategy and write an **evaluation** of your findings. The health promotion strategy can be at a **local**, **national or international** level.

You must clearly identify the health promotion strategy you have chosen in your evaluation report. You must:

- describe the key aspects of the plan, to include for example, the aims and target group
- outline how it supports the individuals or groups mental health
- identify the key points of the plan in promoting individuals or groups mental wellbeing

(DHS 14 LO2: AC2.1, 2.2, 2.3, 2.4, 2.5)

Unit learning outcomes

Task 1

HSC S 29 LO1: AC1.1, 1.2, 1.3, 1.4, LO4: AC4.1, 4.2

DHS14 LO1: AC1.1

Task 2

HSC S 29 LO2: AC2.1, 2.2, 2.3, 2.4, LO3: AC3.1, 3.2, 3.3
DHS 14 LO1: AC1.2, 1.3, LO2: AC2.1, 2.2

Task 3

DHS 14 LO2: AC2.1, 2.2, 2.3, 2.4, 2.5

Evidence requirements

Task 1

Written report

Task 2

Information booklet

Task 3

Evaluation

Assessment 29: HSC S 18: Support mental wellbeing and mental health

Introduction

As a mental health support worker, it is important to understand the legal context of mental health, such as relevant legislation and the importance of confidentiality and data protection. Support workers also require a sound knowledge of the range of factors that can influence mental wellbeing and how to effectively promote mental health and wellbeing with individuals and groups within the wider community.

This assessment requires you to show your understanding of types of mental ill health and factors that can impact on an individual's wellbeing. It also requires you to demonstrate supporting individuals with their mental wellbeing and others within their social network.

This unit is barred against HSC S 29: Understanding mental health.

Task 1

Create a **booklet** that can be used as an information guide aimed at your peer group. Ensure your booklet is eye catching and appealing to your audience, including relevant examples where appropriate.

Your booklet should:

- include a definition of what is meant by mental health and mental ill health
- outline the characteristics of mental wellbeing and explain indicators of mental ill health
- provide examples of mental health conditions that individuals can experience. Describe the risk factors that are associated with developing mental health conditions in individuals
- explain how social, cultural and media influences can impact on individuals with mental health conditions and their care

(HSC S 18 LO1: AC1.1, 1.2, 1.3, 1.4, LO2: AC2.1, 2.2, 2.3)

Unit learning outcomes

Task 1

HSC S 18 LO1: AC1.1, 1.2, 1.3, 1.4, LO2: AC2.1, 2.2, 2.3

Evidence requirements

Task 1

Information booklet

Change history record

Version	Description of change	Date of Issue
v1.0	First publication	August 2025