NCFE CACHE

Mental Health Support

NCFE CACHE Level 3 Technical Occupational Entry in Senior Healthcare Support (Diploma)
QN: 610/3988/3

Optional Unit Content

Contents

Section 1: introduction

Overview

This document is an extension of the Qualification Specification for the NCFE CACHE Level 3 Technical Occupational Entry in Senior Healthcare Support (Diploma) and contains the optional units for this qualification. The Optional Unit Content document must be used alongside the mandatory Qualification Specification as this contains generic information that is not repeated in the Optional Unit Content document. Both documents can be found on the qualification's page on the NCFE website.

Please ensure you check the rule of combination (RoC) for your chosen qualification using the Qualification Specification.

Support Handbook

The Qualification Specification and Optional Unit Content document must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with the planning, delivery and assessment.

The Qualification Specification and Optional Unit Content document contain all of the qualification-specific information you will need that is not covered in the Support Handbook.

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Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Section 2: optional unit content and assessment guidance

This section provides details of the structure and content of the Mental Health Support optional units for this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

MH 1 Understand the legal, policy and service framework in mental health (T/651/0789)

Unit summary				
This unit provides an understanding of the legal, policy and service framework requirements for individuals and others in mental health services. This unit also covers knowledge of ways to promote and advocate the rights of individuals with mental health conditions.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	5 credits	18 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the legal and current policy framework for mental health	1.1 Explain the key points of mental health legislation
	1.2 Explain the relevance of **other important legislation** when supporting individuals with mental ill health
	1.3 Describe current national policy initiatives that are relevant to mental health
	1.4 Explain how current mental health national policy initiatives are intended to change or improve service provision
	1.5 Identify the key points of legislation relating to carers of individuals with mental health conditions
2. Understand the service framework for mental health and the roles and responsibilities of agencies	2.1 Describe the framework of national mental health service provision
	2.2 Describe the role and responsibilities of the key statutory, voluntary, or private agencies in mental health care
	2.3 Describe the role and responsibilities of the main professionals and workers within mental health care
	2.4 Explain why and how **others** should be involved in service delivery

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Understand the rights and responsibilities of individuals using mental health services and of others within mental health care settings	3.1 Describe the rights and responsibilities of **individuals** with mental health conditions
	3.2 Explain why workers should promote the rights of and challenge discrimination against individuals with mental health conditions
	3.3 Explain how to promote the rights of individuals with mental health conditions within their own area of practice
	3.4 Explain how to challenge discrimination against individuals with mental health conditions within their own area of practice
	3.5 Explain the role of independent advocacy in promoting the rights of individuals with mental health conditions
	3.6 Explain the role of independent advocacy in promoting the rights of carers and others within mental health care settings

Range
1. Understand the legal and current policy framework for mental health
1.2 Other important legislation could include: • Mental Capacity Act 2005 – Deprivation of Liberty Safeguards (DoLS) • Mental Health Act 2007 – Child and Adolescent Mental Health Services (CAMHS) • Human Rights Act 1998 • eligibility for services • safeguarding vulnerable adults • Health and Safety at Work etc Act 1974 • Data Protection Act (DPA) 2018 • Equality Act 2010
2. Understand the service framework for mental health and the roles and responsibilities of agencies
2.4 Others could include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing
3. Understand the rights and responsibilities of individuals using mental health services and of others within mental health care settings
3.1 Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles.

Delivery and assessment guidance
AC1.3 – learners must cover a minimum of two current national policy initiatives that are relevant to mental health. Relationship to National Occupational Standards (NOS): • SFHMH20 • SFHMH3 • SFHMH40 • SFHMH99

MH 2 Support individuals to manage their own recovery from mental health conditions (D/651/0790)

Unit summary				
This unit covers both knowledge and skills required to support individuals to manage their own recovery from mental health conditions.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	3 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles that promote and support recovery from mental health conditions	1.1 Explain the biological, psychological and social factors that influence mental health and recovery from mental health conditions
	1.2 Define the term **recovery** when working with **individuals** who are managing their own mental health conditions
	1.3 Explain how the biological, psychological and social factors affect an individual's ability to apply the recovery principles to their own mental health
	1.4 Describe how self-management approaches put the individual in control of their own recovery from mental health conditions
	1.5 Explain ways to support and promote recovery from mental health conditions
	1.6 Explain the importance of carer involvement when supporting individuals in recovery from mental health conditions and development of self-management skills
2. Know the range of aspects that may be addressed in a recovery plan	2.1 Explain how **different** aspects of the individual's life can be addressed in their recovery plan
	2.2 Evaluate the approaches and interventions that can support individuals in their recovery from mental health conditions

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Be able to support an individual to use approaches for managing their own recovery from mental health conditions	3.1 Support an individual to apply recovery principles and values through their own actions and interactions with others
	3.2 Work in a way that recognises, respects and supports an individual who needs additional support and may have their own definitions of recovery
	3.3 Support an individual in drawing up their own recovery plan
	3.4 Support an individual in putting their recovery plan into practice

Range

1. Understand the principles that promote and support recovery from mental health conditions

1.2 Recovery:

Building a meaningful and satisfying life, whether or not there are recurring or ongoing symptoms or mental health conditions.

1.2 Individuals:

Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

2. Know the range of aspects that may be addressed in a recovery plan

2.1 Different aspects:

Aspects of the individual's life that can be addressed in a recovery plan could include:

* health
* relationships
* home life
* working life
* community

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO3 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

* SFHMH20
* SFHMH94

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MH 3 Understanding suicide interventions (F/651/0791)

Unit summary				
This unit provides learners with knowledge and understanding of suicide behaviours and the key components of suicide interventions.				
Assessment				
This unit is internally assessed via a portfolio of evidence				
Optional	Achieved/not yet achieved	Level 4	6 credits	47 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the causes and prevalence of suicidal behaviour	1.1 Interpret information on the prevalence of suicidal behaviour
	1.2 Analyse factors that may lead to suicidal behaviour
	1.3 Analyse the impact that the media and society have on individuals with suicidal behaviour
2. Understand the process of suicide intervention	2.1 Describe different **suicide interventions** and the role of suicide reduction strategies
	2.2 Explain the benefits of early suicide interventions
	2.3 Describe the importance of directive and non-directive approaches in suicide interventions
	2.4 Explain the relationship between the components of suicide intervention
	2.5 Describe the relationship between the suicide intervention tasks and the needs of the **individual** with suicidal behaviours
	2.6 Evaluate the use of risk assessment tools in suicide interventions
	2.7 Explain how suicide reduction strategies can inform actions within a risk management process
3. Understand the role of the main caregiver and other professionals in managing suicide interventions	3.1 Evaluate the role of a population-based approach to suicide prevention
	3.2 Analyse the relationships between the main caregiver and professionals in suicide intervention
	3.3 Explain the need to conform to legal and organisational policies and procedures when undertaking suicide interventions
	3.4 Evaluate the importance of knowledge of the local network in delivering suicide interventions

Range
2. Understand the process of suicide intervention
2.1 Suicide interventions: This could include safety planning and management of suicidal ideation.   **2.5 Individual:**   Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles. Relationship to National Occupational Standards (NOS): • SFHFMH3

MH 4 Support positive risk-taking for individuals (J/651/0793)

Unit summary				
The aim of this unit is to provide learners with knowledge, understanding and skills to support individuals with risk-taking.				
Assessment				
This unit is internally assessed via a portfolio of evidence				
Optional	Achieved/not yet achieved	Level 3	4 credits	32 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of risk-taking in everyday life	1.1 Explain ways in which risk is an important part of everyday life
	1.2 Explain why **individuals** may have been discouraged or prevented from taking risks in everyday life
	1.3 Describe the links between: • risk-taking and responsibility • empowerment and social inclusion
2. Understand the importance of a positive, person-centred approach to risk assessment	2.1 Explain how to develop a positive, **person-centred approach** to risk assessment
	2.2 Explain how to apply the principles and methods of a person-centred approach to each of the different stages of risk assessment
	2.3 Explain how a service-focused approach to risk assessment would differ from a person-centred approach
	2.4 Identify the consequences for individuals of a service-focused approach to risk assessment
3. Understand duty of care in relation to supporting positive risk-taking	3.1 Explain how the principle of duty of care can be maintained while supporting individuals to take risks
	3.2 Describe what action to take if an individual decides to take an unplanned risk that places them or relevant others in immediate or imminent danger
4. Understand the framework that underpins an individual's right to make decisions and take risks	4.1 Explain how legislation, national and local policies, and guidance provide a framework for decision-making that can support individuals to have control over their own lives
	4.2 Describe how a human rights-based approach supports an individual to make decisions and take risks
5. Be able to support individuals to make decisions about risks	5.1 Support individuals to recognise potential risks in different areas of their lives
	5.2 Support individuals to balance choices with their own and others' health, safety and wellbeing
	5.3 Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks
	5.4 Record all discussions and decisions made when supporting the individual to take risks

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
6. Be able to support individuals to take risks	6.1 Complete a risk assessment with an individual following agreed ways of working
	6.2 Communicate the content of the risk assessment to **relevant others**
	6.3 Support the individual to take the risk for which the assessment has been completed
	6.4 Review and revise the risk assessment with the individual
	6.5 Evaluate with the individual how taking the identified risk has contributed to that individual's wellbeing

Range
1. Understand the importance of risk-taking in everyday life
1.2 Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.
2. Understand the importance of a positive, person-centred approach to risk assessment
2.1 Person-centred approach: Involves listening, thinking together, coaching, sharing ideas, and seeking feedback from the individual.
6. Be able to support individuals to take risks
6.2 Relevant others could include: • parent or parents • carers • those with parental responsibility

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles. LO5 and LO6 must be assessed in a real work environment (RWE). Relationship to National Occupational Standards (NOS): • SCDHSC3112 • SCDHSC0450

MH 5 Support individuals with mental health conditions to change patterns of behaviour using coping strategies (K/651/0794)

Unit summary
This unit provides learners with the knowledge and skills required to work with individuals with mental health conditions to change their patterns of behaviour. This unit has a focus on supporting the individuals with mental health conditions to recognise their own behaviours and work with individuals to change their patterns of behaviours.
Assessment
This unit is internally assessed via a portfolio of evidence

Optional	Achieved/not yet achieved	Level 4	4 credits	16 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the legal, service and social context of working with individuals in relation to their behaviour	1.1 Explain how the practice of working with **individuals** with mental health conditions in relation to their behaviour is affected by: • the purpose of the service provider • the priorities of the service provider • legislation
	1.2 Explain how definitions of 'acceptable behaviour' can vary in different circumstances
	1.3 Describe the personal, interpersonal and social factors that may influence or trigger behaviour that is seen as non-acceptable
	1.4 Describe the sources of support available to support changes in behaviour
	1.5 Explain how to assess and manage risks to own and others' safety when supporting individuals with behaviour that challenges
	1.6 Explain the ethical and moral issues that arise when dealing with behaviours that could harm the individual or others
2. Be able to gather and use relevant information to explore behavioural responses from an individual with mental health conditions	2.1 Identify and review information from a range of sources about the individual's background, circumstances, behaviour and needs
	2.2 Use strategies to establish a positive working relationship with the individual with mental health conditions
	2.3 Review information to confirm whether it provides an accurate basis to explore behavioural responses
	2.4 Support the individual with mental health conditions to identify patterns of behaviour that have a negative impact on themselves and others
	2.5 Support the individual with mental health conditions to recognise the impact of their behaviour on themselves and others
	2.6 Support the individual with mental health conditions to recognise triggers that may lead to patterns of behaviour that have a negative impact on themselves and others
	2.7 Support the individual with mental health conditions to identify ways in which they could change their behavioural response and what benefits this may bring to themselves and others
	2.8 Recognise limitations of own role and the point at which you need to seek further support

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Be able to support an individual with mental health conditions to plan a strategy for changing patterns of behaviour that have a negative impact	3.1 Support the individual with mental health conditions to identify patterns of behaviour that they are willing to change
	3.2 Produce a plan in partnership with the individual to support changing patterns of behaviour
	3.3 Produce a record of what has been agreed with the individual with mental health conditions
4. Be able to support an individual with mental health conditions and significant others to review a strategy for changing patterns of behaviour that have a negative impact	4.1 Conduct strategy reviews according to the individual's needs and the nature of the behaviour
	4.2 Support the individual with mental health conditions and **significant others** to evaluate the effectiveness of the **strategy for changing patterns of behaviour**
	4.3 Produce a record of the strategy review
	4.4 Communicate the results of the strategy review to all those who have a right and need to receive them

Range
1. Understand the legal, service and social context of work with individuals in relation to their behaviour
1.1 Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.
4. Be able to support an individual with mental health conditions and significant other to review a strategy for changing patterns of behaviour that have a negative impact
4.2 Significant others could include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates **4.2 Strategy for changing patterns of behaviour** could include: • cognitive behavioural therapy (CBT) • motivational interviewing • e-health interventions • neuro-linguistic programming (NLP) • dialectic behavioural therapy (DBT) • psychodynamic therapy • family therapy or family systems therapy

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles.   LO2, LO3 and LO4 must be assessed in a real work environment (RWE).   Relationship to National Occupational Standards (NOS):   • MH27.2012

MH 6 Understand mental health interventions (M/651/0796)

Unit summary				
This unit covers knowledge relating to mental health interventions and factors that underpin the choice of mental health interventions.				
Assessment				
This unit is internally assessed via a portfolio of evidence				
Optional	Achieved/not yet achieved	Level 3	4 credits	14 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the needs of individuals with mental health conditions	1.1 Explain the **key principles** for working with an **individual** to identify their needs
	1.2 Explain how a person with mental health conditions may have needs in common as well as individual needs
	1.3 Describe the range, complexity and inter-related nature of **different needs** of individuals with mental health conditions
	1.4 Explain how **diversity and difference** may influence the identification of needs
2. Understand the strengths and limitations of the main interventions in mental health	2.1 Describe the argument for and against the **main physical interventions** that are used within the mental health system
	2.2 Explain the strengths and limitations of **other interventions** that may be available to individuals with mental health conditions
	2.3 Explain the strength and limitations of the **main forms of service interventions** in mental health
	2.4 Explain how an individual with mental health conditions may access a range of intervention options in their local area
	2.5 Explain the **barriers** that an individual with mental health conditions may face in accessing a range of intervention options in their local area
	2.6 Explain the benefits of early intervention
3. Know the key principles and factors that underpin the choice of mental health interventions	3.1 Identify factors that may underpin the choice of intervention from the point of view of: • service users • mental health practitioners
	3.2 Explain the importance of **applying key principles** to select the most appropriate interventions

Range
1. Understand the needs of individuals with mental health conditions
1.1 Key principles could include: • individualised and needs-led not service-led approach • person-centred • promoting self-direction • focusing on strengths, hope and recovery

Range

1.1 Individual:

Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

1.3 Different needs could include:

- physical needs
- practical and financial needs
- social needs
- psychological needs
- cultural needs
- spiritual needs
- behavioural needs

1.4 Diversity and difference could include:

- gender
- age
- culture
- beliefs
- sexual orientation
- social class
- ability

2. Understand the strengths and limitations of the main interventions in mental health

2.1 Main physical interventions could include:

- drug treatment
- electro-convulsive therapy

2.2 Other interventions could include:

- complementary/alternative approaches (for example, acupuncture, reflexology)
- 'food and mood'
- self-management approaches
- talking therapies
- arts therapies
- peer support
- social prescribing (for example, bibliotherapy, green gyms)
- work, education and volunteering
- spiritual support
- occupational therapy

2.3 Main forms of service interventions could include:

- in-patient treatment
- home treatment
- crisis services
- assertive outreach

Range
2.5 Barriers could include: • service or professional bias   • financial barriers   • equalities issues   • availability   • physical access

3. Know the key principles and factors that underpin the choice of mental health interventions
3.2 Applying key principles could include: • individuality of experiences, needs and wants   • evidence-based practice   • avoiding unwanted effects   • equality of opportunity   • promoting social inclusion   • a collaborative approach   • sharing information   • the role of family and wider systems of support   • strengthening networks of support   • anticipating setbacks and promoting problem solving   • focusing on recovery

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles.   Relationship to National Occupational Standards (NOS):   • SFHMH23   • SFHMH20   • SFHMH14

MH 7 Effective communication and building relationships in mental health work (R/651/0797)

Unit summary				
This unit covers the knowledge, understanding and skills required for effective communication and building relationships in mental health.				
Assessment				
This unit is internally assessed via a portfolio of evidence				
Optional	Achieved/not yet achieved	Level 3	6 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand key principles for communication and relationships in mental health support	1.1 Evaluate the role of effective communication in building relationships and promoting the recovery of **individuals**
	1.2 Explain the **key principles** that should underpin communication and relationships in mental health support
	1.3 Explain how to build positive relationships using principles from the **main theories of communication** in mental health care
2. Understand effective communication skills in building and sustaining relationships in mental health care with individuals and others	2.1 Explain how **key communication** skills can be used to build and sustain relationships in mental health care context
	2.2 Explain how mental health conditions may impact on an individual's ability or wish to communicate and form relationships
	2.3 Explain **common barriers** to communication and relationships between: • service users and mental health workers • **others** and mental health workers
	2.4 Explain how to overcome common barriers to communication and relationships between: • service users and mental health workers • others and mental health workers
	2.5 Identify situations in which a mental health worker may need additional support to communicate and build relationships
	2.6 Evaluate the potential **contribution to communication and relationship building** of specialist health support workers
3. Understand how to support individuals in their relationships	3.1 Explain the importance of relationships for promoting and maintaining wellbeing and mental health
	3.2 Describe the factors that can impact on the ability of an individual with mental health conditions to develop and maintain a strong social network
	3.3 Describe the impact of mental health conditions on relationships between individuals and others
	3.4 Describe the support needs of others at the **key stages of mental health**
	3.5 Explain how mental health workers may support an individual as they go through the various **stages** of their relationship from initiating to ending
	3.6 Explain how to enable others with mental health conditions to access support

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to build and maintain therapeutic relationships with individuals, carers and their families	4.1 Explain the importance of effective communication when building therapeutic relationships with individuals, carers and their families
	4.2 Explain techniques used to build, monitor and sustain therapeutic relationships with individuals, carers and their families
	4.3 Use strategies to build and maintain therapeutic relationships with individuals, carers and their families

Range
1. Understand key principles for communication and relationships in mental health support

1.1 Individuals:

Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

1.2 Key principles could include:

- reliability
- clarity about boundaries
- being genuine
- positive attitude and hopefulness
- open to ideas
- non-judgemental
- active listening
- showing respect
- realistic expectations
- sharing information

1.3 Main theories of communication could include:

- person-centred
- cognitive behavioural
- transactional analysis
- motivational interviewing
- solution-focused
- psychodynamic
- systemic

2. Understand effective communication skills in building and sustaining relationships in mental health care with individuals and others

2.1 Key communication skills could include:

- active listening
- empathy and validation
- types of questions
- checking understanding
- summarising

Range

2.3 Common barriers could include:

- conflicting opinions
- powerful emotions
- past experiences
- stereotypes and assumptions
- environment
- personality clashes
- unrealistic expectations
- issues of power and control
- cultural differences
- overload
- organisational dynamics

2.3 Others could include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families
- carers and advocates
- outside services and organisations
- those with power of attorney
- line manager
- other professionals
- others who are important to the individual's wellbeing

2.6 Contribution to communication and relationship building could include:

- interpreters
- translators
- speech therapy
- psychologists
- advocacy
- equipment
- communication aids

3. Understand how to support individuals in their relationships

3.4 Key stages of mental health could include:

- when a person first develops mental health problems
- if an individual goes into psychiatric care
- over the longer term

Range
3.5 Stages could include: • initiating • developing/changing • maintaining • ending

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles. LO4 must be assessed in a real work environment (RWE). Relationship to National Occupational Standards (NOS): • SFHMH100 • MH27.2012 • SFHGEN98

MH 8 Enable mental health service users and carers to manage change (Y/651/0799)

Unit summary				
This unit covers the knowledge and skills required to enable mental health services users to manage change, and the active involvement of the service user and their carers in the process of managing change.				
Assessment				
This unit is internally assessed via a portfolio of evidence				
Optional	Achieved/not yet achieved	Level 3	3 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the different ways in which individuals with mental health conditions may react to change	1.1 Explain the positive and negative changes that may be experienced by **individuals** with mental health conditions
	1.2 Explain the impact of the individual's mental health condition on their active participation in society
	1.3 Explain how change may impact on mental health workers
	1.4 Explain how a theory about the impact of change may help us understand the different ways in which individuals respond to change
2. Be able to apply an active approach in supporting mental health service users or carers to manage change	2.1 Explain how mental health conditions may affect an individual's ability to cope with and manage change
	2.2 Explain how to involve service users with mental health conditions and encourage them to make and maintain change
	2.3 Explain how to help service users with mental health conditions and carers take each of the following active approaches to manage change: • encouraging openness • exploring options • identifying losses and gains • exploring obstacles • problem solving • goal planning • identifying sources of support • finding ways of keeping motivated • maintaining hopefulness • acknowledging and anticipating setbacks • reinforcing achievements
	2.4 Apply an active approach to enable service users with mental health conditions or carers to manage change
	2.5 Show how shared decision-making supports people with mental health conditions and their carers to make informed choices and become active partners in managing change
	2.6 Show how service users with mental health conditions are supported to play an active part in evaluating the service they receive in relation to managing change

Range
1. Understand the different ways in which individuals with mental health conditions may react to change
1.1 Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles. LO2 must be assessed in a real work environment (RWE). Relationship to National Occupational Standards (NOS): • SFHMH69 • SFHGEN111

MH 9 Enable individuals with behaviours that challenge to develop strategies to manage their behaviour (J/651/0800)

Unit summary				
This unit provides learners with the knowledge and skills to support individuals with behaviours that challenge to manage their behavioural responses using strategies.				
Assessment				
This unit is internally assessed via a portfolio of evidence				
Optional	Achieved/not yet achieved	Level 3	8 credits	41 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand legislation, policies and practice in relation to supporting individuals to manage their behaviour	1.1 Describe the relationship between legislation, policy and practice in relation to supporting **individuals** to manage their behaviour
	1.2 Describe the methods and approaches available to help an individual manage their behaviour
2. Understand the factors that influence behaviour	2.1 Explain how factors relating to the individual can affect behaviour
	2.2 Describe the potential effects of the environment and the behaviour of others on individuals
3. Be able to work with individuals to recognise the impact of their behaviour on others	3.1 Describe why it is important to establish a professional relationship
	3.2 Observe and record an individual's behavioural responses
	3.3 Support the individual and **others** to recognise their behavioural responses to different situations
	3.4 Encourage the individual to consider the impact of their behaviour
4. Be able to support individuals to develop strategies for managing behavioural responses and the use of proactive approaches to manage behavioural responses	4.1 Work with an individual to identify and agree the factors that will motivate them to manage their behaviour
	4.2 Communicate to an individual the positive outcomes of managing behaviours
	4.3 Support an individual to identify situations and circumstances that trigger specific behavioural responses
	4.4 Explore with the individual ways of coping with situations and circumstances that trigger behaviour they wish to manage
	4.5 Work with the individual to identify and agree strategies to manage their behavioural responses
	4.6 Support an individual to develop and practise the agreed strategies to manage their behavioural responses
	4.7 Record the individual's agreement and motivation to manage their behaviour
	4.8 List any potential barriers and challenges to progress and ways in which these barriers can be overcome to manage their behavioural responses
	4.9 Use proactive approaches to support the management of an individual's behavioural responses
	4.10 Describe the additional advice and support available to support the management of behavioural responses

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Be able to evaluate and review strategies for managing behavioural responses	5.1 Conduct regular reviews of strategies for managing behavioural responses
	5.2 Assist the individual and others to evaluate the effectiveness of strategies for managing behavioural responses
	5.3 Use the positive outcomes identified through the review process to motivate the individual to manage behavioural responses
	5.4 Give constructive feedback on progress for managing their behavioural responses
	5.5 Encourage individuals to find ways in which to sustain the management of their behavioural responses
	5.6 Record and report on the evaluation and review process for the management of behavioural responses
	5.7 Agree on actions to be taken to manage behavioural responses

Range
1.   Understand legislation, policies and practice in relation to supporting individuals to manage their behaviour
1.1 **Individuals:** Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.
3.   Be able to work with individuals to recognise the impact of their behaviour on others
3.3 **Others** could include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles. LO3, LO4 and LO5 must be assessed in a real work environment (RWE). Relationship to National Occupational Standards (NOS): • SFHGEN134 • SFHFMH14 • MH27.2012 • SFHGEN98

MH 10 Support children and young people with mental health conditions (L/651/0802)

Unit summary				
This unit provides the knowledge, understanding and skills to support children and young people with mental health conditions.				
Assessment				
This unit is internally assessed via a portfolio of evidence				
Optional	Achieved/not yet achieved	Level 3	5 credits	42 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand legal and organisational requirements that protect children and young people with mental health conditions	1.1 Explain legal and organisational requirements that protect **children and young people** with mental health conditions
2. Understand the needs of children and young people with mental health conditions	2.1 Describe **challenges** that may be experienced by children and young people with mental health conditions
	2.2 Describe the impact of challenges that may be experienced by children and young people with mental health conditions
	2.3 Analyse factors that can reduce or increase the needs of children and young people with mental health conditions
3. Understand interventions available to support children and young people with mental health conditions and their parents or carers	3.1 Describe support available for: • children and young people with mental health conditions • parents or carers of children and young people with mental health conditions
	3.2 Describe therapeutic interventions that support children and young people with mental health conditions and their parents or carers
	3.3 Compare and contrast a therapeutic group and a non-therapeutic group
4. Understand education provision for children and young people within a mental health setting	4.1 Describe government guidelines in relation to education provision for children and young people within a mental health setting
	4.2 Identify educational provisions that support children and young people with mental health conditions
	4.3 Describe support children and young people with mental health conditions may need to return to school
	4.4 Describe own role in relation to school integration
	4.5 Describe information to be shared with the multi-disciplinary team when supporting children and young people with mental health conditions during school integration
5. Be able to support a child or young person with a mental health condition	5.1 Use strategies to build self-confidence and self-esteem of a child or young person with a mental health condition
	5.2 Support a child or young person with a mental health condition to develop independence in daily living
	5.3 Maintain records in line with current legislation, practice and policy

Range
1. Understand legal and organisational requirements that protect children and young people with mental health conditions
1.1 Children and young people: Individuals from birth to their 19th birthday.
2. Understand the needs of children and young people with mental health conditions
2.1 Challenges could include: • social • emotional • physical

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles. LO5 must be assessed in a real work environment (RWE). Relationship to National Occupational Standards (NOS): • SFHCS30 • SFHCS20

MH 11 Understand care and support planning and risk management in mental health (R/651/0804)

Unit summary				
This unit provides learners with the knowledge and understanding required to understand the care and support planning and risk management processes in mental health care.				
Assessment				
This unit is internally assessed via a portfolio of evidence				
Optional	Achieved/not yet achieved	Level 3	4 credits	14 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to work within the care and support planning process in mental health	1.1 Explain the **principles and values underpinning effective care and support planning** in mental health
	1.2 Describe the tasks associated with each stage of the mental health care and support planning process: • assessment of need • planning goals • monitoring progress • reviewing plans
	1.3 Explain the principles and values implemented at each stage of the mental health care and support planning process: • assessment of need • planning goals • monitoring progress • reviewing plans
	1.4 Explain how to enable an **individual** with mental health conditions to take an active part in the care planning process
	1.5 Explain how to enable carers and family members to take an effective part in the mental health care planning process
	1.6 Explain how agencies and workers should work together within the mental health care planning process, including why this is important
	1.7 Describe ways of overcoming differences or conflicts that may occur between those involved in the mental health care planning process
	1.8 Explain how to keep effective, accurate and concise records of the mental health care planning process
2. Understand how to work within a risk management process in mental health care	2.1 Explain the **principles and values that underpin effective risk management** in mental health care, including how these contribute to the protection of individuals
	2.2 Explain how agencies and workers should work together within the risk management process in mental health care, including the importance of it
	2.3 Explain how to involve carers and family members effectively in the risk management process in mental health care

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	2.4 Describe the range of factors that should be considered during risk assessment for an individual in the following situations: • risk of harm to self • risk of harm to others • risk of being harmed by others • risk of being harmed by mental health services

Range
1. Understand how to work within the care and support planning process in mental health
1.1 Principles and values underpinning effective care and support planning must include: • person-centred • needs-led • holistic approach • collaboration and full participation • building on strengths • anti-discriminatory practice • promoting social inclusion • recovery focused • effective record-keeping **1.4 Individual:** Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.
2. Understand how to work within a risk management process in mental health care
2.1 Principles and values that underpin effective risk management must include: • positive risk-taking in addition to risk of harm • considering a range of types of risks • evidence-based approach • forward planning to reduce risk of harm • specifying warning signs • contingency planning • specifying roles and responsibilities • anti-discriminatory practice • regular review • effective record-keeping

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles. Relationship to National Occupational Standards (NOS): • SFHMH25 • SFHMH13

MH 12 Recognise indications of substance misuse and refer individuals to specialists (A/651/0807)

Unit summary				
This unit provides learners with both knowledge and skills regarding substance misuse and ways to support those who are experiencing or have experienced substance abuse.				
Assessment				
This unit is internally assessed via a portfolio of evidence				
Optional	Achieved/not yet achieved	Level 3	4 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know the regulations and legislation that apply to the misuse of substances in line with organisational procedures	1.1 Outline the regulations and legislation that apply to the misuse of **substances**
	1.2 Identify own organisation's policies and procedures that relate to substance misuse
2. Understand the indications of substance misuse	2.1 Describe theories relevant to substance misuse
	2.2 Identify a range of substances that may be misused
	2.3 Explain the effects of a range of substances that may be misused
	2.4 Identify indications of substance misuse
	2.5 Identify factors that produce similar indications that could be misinterpreted as being caused by substance misuse
	2.6 Explain how to obtain substance misuse specialist assistance when required
	2.7 Describe how to keep the following up to date: • personal knowledge about substances • indications of substance misuse
3. Be able to assess and monitor risk in accordance with organisational procedures	3.1 Assess the risk to the individual and to others that may result from substance misuse in accordance with organisational procedures
	3.2 Review the assessment of risk in accordance with organisational procedures
	3.3 Demonstrate appropriate action that may be required in the light of changes to the situation and level of risk in accordance with organisational procedures
	3.4 Explain the importance of reviewing risk assessments
	3.5 Describe positive interventions that can be used with individuals in line with risk assessment
	3.6 Apply the risk assessment appropriate to the level of risk
4. Understand how to handle information and maintain records in line with organisational procedures	4.1 Explain the importance of following organisational requirements when handling information and maintaining records
	4.2 Explain own organisation's approach to handling information and records in relation to the: • rights of individuals • principles of confidentiality

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Be able to refer individuals to appropriate services in line with organisational requirements	5.1 Identify the range of services in relation to substance misuse that is available locally and nationally
	5.2 Refer individuals to services in line with organisational requirements
	5.3 Provide services with information about the referral in line with organisational requirements

Range

1. Know the regulations and legislation that apply to the misuse of substances in line with organisational procedures

1.1 Substances could include:

- illegal drugs
- prescription drugs
- over-the-counter drugs
- alcohol
- solvents
- novel psychoactive compounds

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO3 and LO5 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHAA1
- SFHAI1

MH 13 Understand the importance of personal wellbeing when working in mental health services (R/651/0813)

Unit summary				
This unit provides learners with the knowledge, understanding and skills required to maintain, improve and promote the learner's own wellbeing when working in mental health services. The unit will also provide the knowledge required to manage their own stress and anxiety.				
Assessment				
This unit is internally assessed via a portfolio of evidence				
Optional	Achieved/not yet achieved	Level 3	4 credits	29 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand own wellbeing	1.1 Explain the meaning of 'personal wellbeing', 'self-care' and 'resilience'
	1.2 Describe **factors** that positively and negatively influence **own wellbeing**
	1.3 Outline **indicators** of own wellbeing and wellbeing deterioration
2. Understand the importance of maintaining and improving own wellbeing when working in mental health services	2.1 Explain how own wellbeing impacts own role and behaviour
	2.2 Explain how own wellbeing impacts **others**
	2.3 Explain the importance of maintaining and improving own wellbeing when working in mental health services
3. Know how to manage own stress and anxiety when working in mental health services	3.1 Define '**stress**' and 'anxiety'
	3.2 Outline indicators of stress and anxiety in oneself
	3.3 Describe factors that can trigger stress and anxiety in oneself
	3.4 Describe how stress and anxiety may affect own reactions and behaviours towards others
	3.5 Identify **strategies** for managing own stress and anxiety
	3.6 Describe how to access a range of **support offers**
4. Know how to maintain and improve own wellbeing when working in mental health services	4.1 Identify strategies to maintain and improve own wellbeing
	4.2 Identify a range of wellbeing support offers available and how to access them
	4.3 Describe how to access professional help if needed
5. Be able to review and promote own mental health and wellbeing when working in mental health services	5.1 Use tools to support the review and promotion of own mental health and wellbeing
	5.2 Review and promote own mental health and wellbeing

Range
1. Understand own wellbeing
1.2 Factors must include: • environmental • physical • social and psychological factors inside and outside the workplace

Range

1.2 Own wellbeing could include:

- health
- happiness
- comfort
- social
- emotional
- cultural
- spiritual
- intellectual
- economic
- physical
- mental

1.3 Indicators must include:

- physical
- emotional
- psychological

2.	Understand the importance of maintaining and improving own wellbeing when working in mental health services

2.2 Others could include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families
- carers and advocates
- outside services and organisations
- those with power of attorney
- line manager
- other professionals
- others who are important to the individual's wellbeing

3.	Know how to manage own stress and anxiety when working in mental health services

3.1 Stress:

Can have positive, as well as negative, effects on a person. In this context, we refer to the negative impacts of stress.

3.5 Strategies must include:

Those that enable the learner to maintain their wellbeing as well as strategies to implement if indicators of deterioration are recognised.

3.6 Support offers must include:

- internal:
  - o   supervision

Range

o   employee assistance scheme
       o   mentor or buddying systems
 • external:
       o   self-help tools
       o   apps and websites
       o   local groups
       o   networks

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles.   LO5 must be assessed in a real work environment (RWE).   AC3.6 – Learners must identify at least three support offers.

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Appendix A: optional units

The units within this qualification cross over into the various pathways available and therefore do not follow the standard unit numbering of Unit 01, Unit 02, for example.

Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Optional units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
★ MH 1	T/651/0789	Understand the legal, policy and service framework in mental health	3	5	18	
MH 2	D/651/0790	Support individuals to manage their own recovery from mental health conditions	3	3	15	
★ MH 3	F/651/0791	Understanding suicide interventions	4	6	47	
MH 4	J/651/0793	Support positive risk-taking for individuals	3	4	32	
MH 5	K/651/0794	Support individuals with mental health conditions to change patterns of behaviour using coping strategies	4	4	16	
★ MH 6	M/651/0796	Understand mental health interventions	3	4	14	
MH 7	R/651/0797	Effective communication and building relationships in mental health work	3	6	27	

MH 8	Y/651/0799	Enable mental health service users and carers to manage change	3	3	15	
MH 9	J/651/0800	Enable individuals with behaviours that challenge to develop strategies to manage their behaviour	3	8	41	
MH 10	L/651/0802	Support children and young people with mental health conditions	3	5	42	
MH 11	R/651/0804	Understand care and support planning and risk management in mental health	3	4	14	
MH 12	A/651/0807	Recognise indications of substance misuse and refer individuals to specialists	3	4	24	
MH 13	R/651/0813	Understand the importance of personal wellbeing when working in mental health services	3	4	29	

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

Change history record

Version	Publication date	Description of change
v1.0	August 2025	First publication